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Two areas of concern are presented: the Academically Talented and Advanced Placement. The guide covers American History from the fifteenth century to the middle of the twentieth centruy. Examinations and tests include both objective and essay type courses. The students gain knowledge, skills and work habits, facility in the use of English, and values and attitudes.

A unit and time plan for the two semesters is given. Next, units of study and textbook assignments are offered, with a list of the texts. Suggestions for quotations, cartoons, and visual aids are also given. Finally, the semester outline is presented for each unit with a list of additional readings, areas for exploration, visual aids, quotations, and cartoons.

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TEACHERS' GUIDES

American History for the Academically Talented

Advanced Placement American History

E. [illegible]
Superintendent of Public Instruction
Columbus, Ohio

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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TEACHERS' GUIDES

AMERICAN HISTORY FOR THE ACADEMICALLY TALENTED
ADVANCED PLACEMENT AMERICAN HISTORY

STATE BOARD of EDUCATION • OHIO •

Prepared by
CLEVELAND PUBLIC SCHOOLS
Division of Social Studies

In Cooperation With
THE OHIO DEPARTMENT OF EDUCATION

Under the Direction of
R. A. HORN
Director, Division of Special Education

Columbus, Ohio
1963

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FOREWORD

The Cleveland Public Schools with the cooperation of the Ohio Department of Education have conducted a demonstration project in American History for the past two years. This project has been supported by funds that were appropriated through legislative action.

The Academically Talented and Advanced Placement courses in American History were designed to provide enrichment and acceleration for a selected group of able pupils. The teachers guides were developed by teachers and supervisors who were working with the program.

These guides are presented to the educators of Ohio as further evidence of our continued interest in providing for the gifted child. It is my hope that other schools throughout Ohio will benefit from these guides for enriched instruction.

E. E. HOLT
Superintendent of Public Instruction

ACKNOWLEDGEMENTS

The Division of Special Education is grateful to the members of the Social Studies Steering Committee of the Cleveland City Schools for their contributions to this publication. The committee included:

Administrators who provided inspiration, leadership, and guidance to the committee:

Dr. William B. Levenson, Superintendent
Mr. Alva R. Dittrick, Deputy Superintendent
Dr. Harry B. Ritchie, Assistant Superintendent
Mrs. Dorothy E. Norris, Directing Supervisor
Major Work Classes
Mr. Clyde F. Varner, Social Studies Supervisor

The Directing Supervisor of the Division of Social Studies who coordinated the program and edited the teachers guides:

Mr. Allen Y. King

The Projects Committee, composed of four teachers and a social studies supervisor who developed and prepared these teachers' guides:

Mr. Everett F. Augspurger, Chairman
Mr. Augustine Caliguere
Mr. Howard J. Lawrence
Mr. Erwin Naujoks
Mr. Allen B. Richardson

To each of these people, we offer our sincere thanks and appreciation. We feel that their efforts produced a valuable addition to the enrichment of social studies in Ohio.

THOMAS M. STEPHENS
Administrative Assistant
Division of Special Education

R. A. HORN
Director
Division of Special Education

INTRODUCTION

Background

Several Cleveland high schools have had classes for academically talented pupils in World History and American History and Government for a number of years. James Ford Rhodes High School inaugurated a program in 1960 to prepare the more able students for the Advanced Placement test in American History. As a result of these classes, plans for the Academically Talented-Advanced Placement work in social studies in the Cleveland High schools were begun in the Spring of 1961.

The purposes of this program were (1) to meet the needs of and adequately challenge the potentials of those students in the secondary schools capable of completing an advanced program in social studies, and (2) to provide the course sequences needed for the implementation of this intent.

In the Academically Talented history classes, the students are expected to be creative, curious, persevering, capable of considerable independent study, and fully capable of profiting by unusual academic challenges.

The Advanced Placement courses strive to duplicate college courses in content; to develop in students a mastery of the facts and chronology of history; to acquaint them with documentary, analytical, historiographical, and interpretive materials, and to further develop the goals of the courses.

In both cases, special emphasis is placed on the development of techniques contributing to skill in the writing of papers and essay examinations. An attempt is made to gradually increase the length and difficulty of assigned papers and of essay examination questions. Pupil-teacher conferences are necessary to assist individual pupils in the development of skills in language usage and in the organization, selection, and presentation of relevant material. In the Advanced Placement classes, time is also devoted to the special preparation of the Advanced Placement students for the annual May examinations.

Suggestions for Using this Book

The primary suggestion for using this guide is to adapt the materials to meet the needs of your particular educational situation. These guides provide materials for both acceleration and enrichment and should be helpful to all secondary social studies teachers. The user can develop his own combinations or modifications of the ideas and materials presented herein.

For your convenience, this booklet contains two guides separated by the colored divider. The tables of contents for the Academically Talented and Advanced Placement courses are found at the beginning of each guide. The unit table of contents, colored page, lists the pages and titles for each of the units of study. This organization will allow for ready reference to a given unit of study.

It is our hope that these guides can be adapted, modified. or used as written by secondary social studies teachers to assist in the improvement of their programs.

ARTHUR R. GIBSON
Educational Specialist
Programs for the Gifted

ACADEMICALLY TALENTED

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PROGRAM FOR ACADEMICALLY TALENTED

Academically talented students, because of their more acute perceptions and keener insights, should be particularly trained to understand and analyze the values, judgments, and attitudes that underlie American society and to recognize and comprehend the attitudes and values of culture other than their own.

The intellectual endowment of academically talented students permits them to acquire more than usual factual mastery of the social world around them. The content of their social studies education should be modified to provide them with greater knowledge of present and of the historical past, both as an aid to understanding contemporary culture and as a discipline through which they may refine their judgments and enlarge their appreciations.

Intellectually gifted students in social studies instruction should place greater emphasis on ideas, concepts, and theories than on mere factual content.

Social Studies For the Academically Talented Student
NEA and National Council for Social Studies Bulletin

OBJECTIVES

1. To acquire information and understanding of the major events, issues, people, and institutions in the history of the United States.
2. To be able to understand the past better so that the present can be made more intelligible.
3. To develop an enthusiasm for the possibilities which the future offers to those who are free.
4. To develop a sustained interest in all aspects of United States History.
5. To develop the ability to discuss policies, persons, issues, and conditions in United States History.
6. To develop the ability to write effectively, clearly, and precisely about topics in history.
7. To develop a deeper appreciation of the hardships and contributions of the many persons who have contributed to the building of America.
8. To emphasize cause and effect relationships and underlying trends and movements.
9. To appreciate the role of the United States in world affairs.
10. To learn to read historical material analytically and critically.
11. To learn to express ideas convincingly in accordance with accepted English usage.
12. To learn to weigh historical evidence and to arrive at conclusions only on the basis of facts.

ORGANIZATION

This course, in general, deals with the content of American History from the fifteenth century to the middle of the twentieth century. Events from the period of Discovery and Exploration, through the Civil War and Reconstruction period are studied during the first semester. The work of the second semester includes roughly the period from 1876 to the middle 1950's, with emphasis upon domestic affairs.

While the basal textbooks for this course are standard high school texts (in American History and in American Government), pupils are required to make extensive use of other materials. The course outline makes provision for the study of a number of historical documents and of the writings of numerous American historians affording differing interpretations of various aspects of American history. Pupils are expected to read extensively from the literature relating to a wide variety of topics.

Current topics are also included, since their study contributes to an improved understanding of the problems of the past.

Examinations and tests are of both the objective and the essay type. The objective test is, perhaps, a time-saving device for measuring the acquisition of a body of facts and of certain elementary skills, but it does not readily lend itself to the measurement of some of the higher order of learnings sought in working with academically talented pupils. This condition may be remedied, to some extent, by further research.

To measure some of the higher order of learnings and to contribute to the development of writing skills necessary for advanced placement or college work, considerable use must be made of the essay type examination. Questions of this type are introduced at the conclusion of the first unit, and gradually made more difficult in succeeding units. The length of time for the writing of answers is also gradually increased. These essay answers require careful marking. Individual conferences are held with pupils after the papers are returned as a means of pointing out errors, suggesting areas in which improvement is desired, and ways in which it might be achieved.

The gifted pupil also needs to develop the ability to perform independent research and the skills necessary to communicate the findings in intelligent and effective writing. Research papers require the student to enlarge his knowledge of a specialized area and provide desired exercise in historical method. The finished product should be a scholarly product regardless of its length. Experience has shown that two or three short papers of limited scope serve better for the development of research techniques than does a single long (or term) paper.

Map assignments for gifted students should involve interpretation as well as geographical reading and recognition.

OUTCOMES

1. **Knowledge**—measured by depth and precision of understanding.
2. **Skills and work habits**—such as the ability to generalize; to think abstractly; to think critically; to draw inferences from factual data; and to collect, organize, and interpret the data of history.
3. **Facility in the use of English**—essential in the writing of essay tests and research assignments.
4. **Values and attitudes**—open-mindedness, tolerance of different points of view, respect for facts, intellectual integrity.

MESSAGE TO THE STUDENT

You are enrolled in the American History and Government course for Academically Talented pupils. In intellectual ability, you are presumably among the upper fifteen per cent of the secondary school students in the United States. Your presence in this class is the result of your ability to learn rapidly, to organize ideas, and to think logically. You are prepared to deal with generalizations, abstractions, and complex relationships.

Our purpose in this class is to offer you a more advanced course in American History and Government—one which will challenge your special abilities, stimulate your interest, and offer opportunities for a richer and deeper understanding of the American past and present. We hope, too, that the quality of your work in this class will enable you to qualify for admission to the more advanced, more specialized, more detailed, and more critical course in Advanced Placement American History through which you may earn college credit during your senior year in high school.

SUGGESTED COURSE RULES

1. This course is designed to challenge the abilities of the most able students. They are expected to spend at least one hour outside of class preparing for each class period. Students finding themselves spending significantly more than this amount of time should discuss the situation with their teacher.
2. Students who fail to read an assignment before the class meets should notify the teacher as they enter the room. This situation is not expected to occur often. Students will, for the most part, be treated as adults; they must accept responsibilities commensurate with the privileges enjoyed.
3. Work must be submitted when due. Unless the student has an acceptable excuse, such as illness, a penalty will be inflicted upon papers turned in after the date upon which they are due.
4. Students are expected to contribute to class discussion.
5. Provision will be made to schedule individual conferences with each student in order to discuss his progress.

6. Each student is required to keep a loose-leaf notebook (8½ x 11). This notebook will contain pertinent material obtained outside of class as well as class material.
7. Except for report card marks, all work will be graded more severely than in regular classes. A mark of D on an examination or paper will mean simply that the instructor considered the paper of D quality by advanced standards. It will not necessarily mean that the student will receive a D on his report card.
8. All papers representing work done outside of class must be typewritten or written in ink.
9. Several short research papers will be required as the course progresses. Students will find it advantageous to purchase 3 x 5 bibliography cards and 5 x 8 note cards.
   Each student will have access to a manual giving necessary details concerning the format of a research paper. This manual is:

   > Lipson, Shirley and Anne W. Abrams, *The College of Education Style Manual,* College of Education, The Ohio State University, Columbus, Ohio, 1960.
10. Each unit will usually be followed by an examination consisting of an objective test and an essay test.

UNIT AND TIME PLAN

First Semester

Unit		Class Periods AT
I	Government—Federal, State, and Local	25*
II	Colonial America	11*
III	The American Revolution	5
IV	Establishing the New Government	3
V	Federalists and Jeffersonians	8*
VI	Jefferson to Jackson	5
VII	The Jacksonian Era	9
VIII	Westward Movement	8*
IX	Nationalism and Sectionalism	5
X	Civil War and Reconstruction	8
	Examinations	2
	Semester Total	89

Second Semester

Unit		Class Periods AT
XI	Grant through McKinley	10*
XII	The Economic Revolution	15
XIII	American Intellectualism	6*
XIV	American Imperialism	4
XV	Progressive Era	8
XVI	World War I	10
XVII	Normalcy	6*
XVIII	The New Deal	9*
XIX	America's Rise as a World Power	9
XX	The Cultural Scene	7*
	Preparation of pupils electing AP course-summer reading	3
	Final Examination	2
	Semester Total	89

* Areas of Special Emphasis

UNITS OF STUDY AND TEXTBOOK ASSIGNMENTS

Basal Texts: Greene, Alexander, *Ohio Government,* Prentice-Hall, 1961. (Unit I—Government)
Haefner, John H., Harold R. Bruce, and Robert Carr, *Our Living Government,* Scott, Foresman and Company, 1960. (Unit 1—Government)
Muzzey, David Saville, *A History of Our Country,* Ginn and Company, 1955. (Units II-XX—American History)

First Semester

Unit I	**Government—Federal, State and Local** Haefner and others, Chapters 1, 3-6, 9-11, 14, 16, 19-20, 27-28 Greene, pp. 1-65, 70-73
Unit II	**Colonial America** Muzzey, Chapters 1-4, pp. 2-21, 23-35, 36-55, 57-79
Unit III	**The American Revolution** Muzzey, Chapters 5-6, pp. 82-99, 101-121
Unit IV	**Establishing the New Government** Muzzey, Chapter 7, pp. 123-140
Unit V	**Federalists and Jeffersonians** Muzzey, Chapters 7, 8, pp. 140, 142-159
Unit VI	**Jefferson to Jackson** Muzzey, Chapters 9-11, pp. 162-174, 176-195, 197-215
Unit VII	**The Jacksonian Era** Muzzey, Chapter 12, pp. 218-235
Unit VIII	**The Westward Movement** Muzzey, Chapter 13, pp. 240-258
Unit IX	**Nationalism and Sectionalism** Muzzey, Chapters 14-15, pp. 260-275, 277-289
Unit X	**Civil War and Reconstruction** Muzzey, Chapters 15-17, pp. 289-294, 295-316, 320-335

Second Semester

Unit XI	**Grant through McKinley** Muzzey, Chapters 17, 19-21, pp. 335-338, 356-373, 375-376, 382-387, 389-393, 415-416
Unit XII	**The Economic Revolution** Muzzey, Chapters 18-20, pp. 340-353, 362-373, 378-382
Unit XIII	**American Intellectualism** (No reference to Muzzey)
Unit XIV	**American Imperialism** Muzzey, Chapters 17, 19-23, pp. 331, 373-375, 387-389, 398-415, 422-426, 429-431, 434, 462-467
Unit XV	**The Progressive Era** Muzzey, Chapters 22-24, pp. 438-444, 419-422, 427-429, 431-433, 435, 444-452, 454-462
Unit XVI	**World War I** Muzzey, Chapter 25, pp. 470-501
Unit XVII	**Normalcy** Muzzey, Chapters 26-28, pp. 504-516, 518-521, 523-534, 538-539, 541-547, 548-551
Unit XVIII	**The New Deal** Muzzey, Chapters 29-30, pp. 554-564, 566-572
Unit XIX	**America's Rise as a World Power** Muzzey, Chapters 26-28, 31-34, pp. 516-518, 534-538, 547-548, 575-585, 588-602, 604-611, 613-637
Unit XX	**The Cultural Scene** (No reference to Muzzey)

QUOTATIONS, CARTOONS, AND VISUAL AIDS CODES

HISTORICAL QUOTATIONS

At times some American History examinations have a section requiring interpretations of pertinent quotations. Therefore, a few are included for study and discussion.

To stimulate action, discuss:

1. What occasion prompted utterance of the statement?
2. Do you support the premise made by the individual?
3. Taking into consideration its effect on the people and nation at the time, how do you interpret it?
4. In your opinion, is the statement valid for your generation?

CARTOONS

It is suggested that students be introduced to various cartoons depicting the problems of the times. Since the student has learned to read historical materials critically and analytically, he should be able to interpret and explain the significance of these cartoons.

A few suggested cartoons are listed in some of the units.

Cartoons in the *Text* are not listed. Other cartoons are listed in the following suggested books:

Augspurger, Everett and Richard A. McLemore, *Our Nation's Story*
Bailey, Thomas A., *The American Pageant*
Bailey, Thomas A., *A Diplomatic History of the American People*
Bragdon, Henry W. and Samuel P. McCutchen, *History of a Free People*
Gabriel, R. H., *The Lure of the Frontier* (Pageant of America Series)
Hicks, J. D., *The Federal Union,* Volume 1; *The American Nation,* Volume 2
McClenaghan, William A., *Magruder's American Government,* (rev.)

VISUAL AIDS—CODES

C.P.L.M. —Cleveland Public Library Movies

B.V.E. —Bureau of Visual Education

B.V.E.F.S.—Bureau of Visual Education Film Strips

C —Color

(number before film strip)—code number of film to be used instead of title in placing orders for its use

(number after film)—number of minutes

UNITS OF STUDY

Unit I

Government—Federal, State, and Local
(25 days)

Basal Texts: Greene, Alexander, *Ohio Government*
Haefner, John, and others, *Our Living Government*

A. Content:

1. The Need for Government
   Text, Chapter 1, pp. 8-23
2. Constitutional Government in the United States
   Text, Chapters 3-4, pp. 38-54, 55-71
3. Citizenship, Suffrage, and Elections
   Text, Chapters 5-6, 72-95, 96-125
4. The Congress of the United States
   Text, Chapters 9-10, pp. 166-189, 190-217
5. The Presidency
   Text, Chapter 11, pp. 218-242
6. The Federal Courts
   Text, Chapter 14, pp. 284-304
7. State Government—The Government of Ohio
   Text, Chapter 16, pp. 326-352
   Greene, *Ohio Government*, pp. 1-39
8. Local Government — The Government of Cleveland and Cuyahoga County
   Text, Chapters 19-20, pp. 396-425, 426-448
   Greene, *Ohio Government*, pp. 40-65
9. Financing Government
   Text, Chapters 27-28, pp. 570-609
   Greene, *Ohio Government*, pp. 70-73

B. Suggested Additional Readings:

Commager, Henry S., *The Great Constitution*
Corwin, E. S., and Louis W. Koenig, *The Presidency Today*
Griffith, Ernest S., *Congress: Its Contemporary Role*
Kennan, George F., *American Diplomacy, 1900-1950*
Merriam, Robert E., and Rachel Goetz, *Going into Politics*

Neuberger, Richard L., *Adventures in Politics*
Rodell, Fred, *Nine Men*
Rossiter, Clinton, *The American Presidency*
White, William S., *The Citadel: The Story of the United States Senate*

Adams, Henry, *Democracy—An American Novel*
Lederer, William J., and Eugene Burdick, *The Ugly American*
O'Connor, Edwin, *The Last Hurrah*

Periodicals

Congressional Digest, "Efforts to Curb Labor Unions' Corruption," November, 1958
Fortune, "New Strength in City Hall," November, 1957
Nation, "Rebuilding Cities and Politics," by Jeanne R. Low, February 8, 1958
U. S. News and World Report, "Think Taxes Are High? Take a Look Overseas," April 13, 1959

C. **Suggested Areas for Exploration:**

1. Select from and supplement study guides found in textbook, pp. 19-23, 53-54, 68-71, 93-95, 122-124, 187-189, 215-217, 241-242, 303-304, 351-352, 424,425, 447-448, 590-591, 607-609.
2. The Declaration of Independence states that among the unalienable rights of men are those of "life, liberty, and the pursuit of happiness." What word replaces "the pursuit of happiness" in the same context in both the Fifth and Fourteenth Amendments to the Constitution? Why, in your opinion, was the substitution made?
3. The Declaration of Independence also states: "that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government, laying its foundations upon such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness." The right so described has, at times, been called the "right of revolution."

   Was this statement primarily an attempt to justify the colonists in taking up arms against the British, or is it an enduring part of our political philosophy? What opportunities does our constitutional system provide for peaceful change? Why can no responsible government permit forceful resistance to the exercise of its authority?

4. Compare the security of tenure enjoyed by the British Prime Minister and the American President. In what respects does the difference reflect a difference in basic political philosophy? Which system is more effective in securing action in the resolving of pressing issues? In withstanding the influence of pressure groups?
5. How do you account for the resistance in large metropolitan communities to the establishment of unified county government?

D. Visual Aids:

Congress	(11)	B.V.E.
Nation's Capital	(15)	B.V.E.
Political Parties	(10)	B.V.E.
President	(17)	B.V.E.
State Legislature	(20)	B.V.E.
Supreme Court	(11)	B.V.E.
Voting Procedures	(11)	B.V.E.

E. Quotations:

1. "Taxes are what we pay for civilized society."—Justice Oliver Wendell Holmes
2. "For this reason the laws are made: that the stronger may not have the power to do all that they please."—Ovid
3. "The right of popular government is incomplete unless it includes the right of the voters not merely to choose between candidates when they have been nominated, but also the right to determine who these candidates shall be." —Theodore Roosevelt

F. Cartoons:

Magruder's American Government, pp. 157, 423

UNIT II

Colonial America

(11 days)

Basal Text: Muzzey, *History of Our Country*

A. Content:

1. The European Background
   Text, Chapter 1, pp. 2-21
   - a. The Coming of the Renaissance
   - b. The Rise of Navigation and Overseas Exploration
   - c. The Discovery and Naming of America
   - d. The Accomplishments of One Generation of Exploration
2. A Century of Exploration
   Text, Chapter 2, pp. 23-35
   - a. The New World and Its Native Inhabitants
   - b. The Spanish Conquistadores
   - c. Anglo-French Rivalry in North America
3. The English Settlements
   Text, Chapter 3, pp. 36-55
   - a. Motives of English Colonization
   - b. The Beginnings of Virginia and New England
   - c. Other English Colonies
   - d. British Conquests of the Colonies of Other Nations
4. Colonial America
   Text, Chapter 4, pp. 57-79
   - a. Social and Cultural Development
   - b. Political Development
   - c. Our Colonial Heritage
   - d. The Conquest of New France

B. Suggested Additional Readings:

Abbott, W. C., *The Expansion of Europe*
Arnof, Dorothy S., (ed.), *A Sense of the Past,* pp. 2-21
Augspurger and McLemore, *Our Nation's Story,* pp. 36-109

Andrews, C. M., *The Fathers of New England*
Fine and Brown, (eds.), *The American Past: Conflicting Interpretations of the Great Issues*, pp. 2-29
Goodwin, M. W., *The Dutch and English on the Hudson*
Hansen, M. L., *The Atlantic Migration, 1607-1860*
Holmes, Vera B., *A History of the Americas*
Lamb, Harold, *New Found World*
Morgan, Edmund S., *The Birth of the Republic, 1763-1789*
Morison, Samuel E., *Christopher Columbus, Mariner*
Morison, Samuel E., (ed.), *Parkman Reader*
Nettels, Curtis R., *The Roots of American Civilization*
Notestein, Wallace, *The English People on the Eve of Colonization, 1603-1630*
Waller, George M., (ed.), *Puritanism in Early America*, pp. 1-62
Wissler, Clark, and others, *Adventurers in the Wilderness*

Brockunier, S. H., *The Irrepressible Democrat, Roger Williams*
Bryne, Don, *Messer Marco Polo*
Cooper, James F., *Last of the Mohicans*
Gebler, Ernest, *Plymouth Adventure*
Hawthorne, Nathaniel, *The Scarlet Letter*
Johnston, Mary, *To Have and To Hold*
Richter, Conrad, *The Free Man*
Steward, Davenport, *Caribbean Cavalier*
Sublette, C. M., *The Bright Face of Danger*

C. Suggested Areas for Exploration:

1. Select from and supplement the "Study Aids" in the textbook, pp. 21-22, 35, 55-56, 79-81
2. What important forces led to the development of the Renaissance in Europe? Explain.
3. Compare the scientific investigations of Henry the Navigator and others of the fifteenth century with the current explorations of outer space. To what extent have similar motives prompted both periods of exploration?
4. What types of labor systems were introduced in colonial Virginia? Compare the influence of these systems upon later American development?
5. Show how Puritan ideas and idealism affected the development of colonial New England.
6. What losses, if any, in civil and political rights did British settlers suffer in migrating in the American colonies?

D. Visual Aids:

	Captain John Smith: Founder of Virginia		(20)	B.V.E.
	Colonial Expansion		(11)	B.V.E.
	Discovery and Exploration		(10)	B.V.E.
	Eighteenth Century Life in Williamsburg		(45)	C.P.L.M.
	Pilgrims		(20)	B.V.E.
	Williamsburg—The Story of a Patriot	C	(36)	B.V.E.
17 F 1	Colonists are Freedom Loving			B.V.E.F.S.
1 P 6	Life in Colonial America			B.V.E.F.S.
19 A 6	Roger Williams			B.V.E.F.S.

E. Quotations:

1. "... for I shall yet live to see it (Virginia) an Inglishe (sic) nation."—Sir Walter Raleigh, 1602.
2. "Look on your habitations, shops, and ships, and behold your numerous posterity and great increase in blessings of land and see .... Lord, thou hast been a gracious God, and exceedingly good unto thy servants .... We live in a more comfortable and plentiful manner than ever we did expect."—Reverend John Higginson, 1662.
3. "God sifted a whole Nation that he might send Choice Grain over into this wilderness."—Reverend William Stoughton (of Massachusetts), 1668.

F. Cartoons:

Augspurger and McLemore, *Our Nation's Story,* p. 87
Bailey, *The American Pageant,* p. 61

UNIT III

The American Revolution
(5 days)

A. Content:

1. A Changed British Colonial Policy Provokes American Resistance
   Muzzey, Chapter 5, pp. 82-99
   - a. Earlier American position toward British regulations
   - b. Changes in British colonial policy after 1763
   - c. Resistance of the colonies to the new British programs
   - d. The resort to arms
2. The Colonies Declare and Win Their Independence
   Muzzey, Chapter 6, pp. 101-121
   - a. The growth of the independence movement
   - b. The adoption of the Declaration of Independence
   - c. Failure of the British to subdue American armies
   - d. Saratoga and the French Alliance
   - e. The War in the South
   - f. The Treaty of Paris of 1783

B. Suggested Additional Readings:

Arnof, Dorothy S., (ed.), *A Sense of the Past, pp.* 27-50
Augspurger and McLemore, *Our Nation's Story,* pp. 110-151
Becker, Carl, *The Eve of the Revolution*
Craven, Avery O., and others, *A Documentary History of the American People,* pp. 153-158
Gipson, L. H., *The Coming of the Revolution, 1763-1775,* pp. 1-85
Greene, E. B., *The Revolutionary Generation, 1763-1790*
Latham, Earl, (ed.), *The Declaration of Independence and the Constitution,* pp. 1-8

Atherton, Gertrude, *The Conqueror*
Bowen, Catherine D., *John Adams and the American Revolution*
Churchill, Winston, *Richard Carvel*
Cooper, James F., *The Spy*
Edmunds, Walter D., *Drums Along the Mohawk*
Roberts, Kenneth L., *Rabble in Arms*

C. Suggested Areas for Exploration:

1. Select from and supplement the "Study Aids" found in Muzzey on pp. 99-100, 121-122.
2. In the establishment of the English colonies, it was the intention of the British king (James I) that his subjects in the colonies should enjoy the same rights as those enjoyed by the people of England. At the same time, the settlers came to America without any thought of throwing off their allegiance to the British crown. Analyze the forces and conditions that led in 150 years to the reversal of both of these policies.
3. In the light of the developments with respect to colonialism in our own day, why does a colonizing power tend to regard its colonial population as inferior?
4. Can you cite an incident or incidents substantiating each of the grievances against the British crown listed in the Declaration of Independence?
5. Evaluate the services of George Washington as the commander-in-chief of the American forces in the Revolutionary War. How would you defend the selection of the title "Washington Sees It Through" for Chapter Six in basal adopted textbook?

D. Visual Aids:

Benjamin Franklin		(20)	B.V.E.
Declaration of Independence		(22)	B.V.E.
Give Me Liberty	C	(20)	B.V.E.
Our Declaration of Independence		(20)	C.P.L.M.
Sons of Liberty	C	(20)	B.V.E.
Surrender of Cornwallis		(27)	B.V.E.
17 F 4 Independence Is Declared			B.V.E.F.S.
1 P 8 Thirteen Colonies Win Independence			B.V.E.F.S.

E. Quotations:

1. "Magnanimity in politics is not seldom the truest wisdom; and a great empire and little minds go ill together."—Edward Burke, 1775.
2. "Driven from every other corner of the earth, freedom of thought and the right of private judgment in matters of conscience direct their course to this happy country as their last asylum."—Samuel Adams, 1776.

3. "These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; be he that stands it now, deserves the love and thanks of man and woman . . ."—Thomas Paine, 1776.

F. **Cartoons:**

Bailey, *The American Pageant*, p. 93

UNIT IV

Establishing the New Government
(3 days)

A. Content:

1. The Confederation Period
   Muzzey, Chapter 7, pp. 123-132
   a. The creation of new state governments
   b. The establishment of the Confederation as a central government
   c. Accomplishments of the Confederation government, 1781-1787
   d. Weaknesses of the Confederation

2. The Establishment of the Government under the Constitution
   Muzzey, Chapter 7, pp. 133-140
   a. Steps leading to the meeting of the Constitutional Convention
   b. The personnel of the convention
   c. The drafting of the Constitution—principles adopted
   d. The ratification of the Constitution

B. Suggested Additional Readings:

Arnof, Dorothy S., (ed.), *A Sense of the Past*, pp. 52-80
Augspurger and McLemore, *Our Nation's Story*, pp. 154-172
Bragdon and McCutchen, *History of a Free People*, pp. 73-98
Craven and others, *A Documentary History of the American People*, pp. 180-184
Ferrand, Max, *The Fathers of the Constitution*
Latham, Earl, (ed.), *The Declaration of Independence and the Constitution*, pp. 15-70
Padover, Saul K., *The Living U. S. Constitution*
Starr and others, *Living American Documents*, pp. 65-66, 69-73 (Land Survey Ordinance of 1785, and Northwest Ordinance)
Starkey, M. L., *A Little Rebellion*
Van Doren, Carl, *The Great Rehearsal*

Atherton, Gertrude, *The Conqueror*
Bowen, Catherine D., *John Adams and the American Revolution*
Foster, Genevieve, *George Washington's World*

C. **Suggested Areas for Exploration:**

1. Select from and supplement the "Study Aids" in Muzzey, pp. 140-141.
2. How have the principles embodied in the Northwest Ordinance affected the course of the history of Ohio?
3. How have the effects of the "Great Compromise" tended to emphasize the federal character of our national union?

D. **Visual Aids:**

Constitution—One Nation	2 reels	(60)	B.V.E.
Bill of Rights	C	(17)	B.V.E.
Our Bill of Rights		(20)	C.P.L.M
Freedom's Proving Ground	C	(40)	B.V.E.
17 F 7 Writing the Constitution			B.V.E.F.S.

E. **Quotations:**

1. "This example of changing the constitution by assembling the wise men of the state, instead of assembling armies, will be worth as much to the world as the former examples we have given it."—Thomas Jefferson, 1787
2. "It will be the pattern for all future constitutions and the admiration of all future ages."—William Pitt
3. "It is new in the history of society to see a great people turn a calm and scrutinizing eye upon itself when . . . the wheels of its government are stopped.—Alexis De Tocqueville

F. **Cartoons:**

Bailey, *The American Pageant,* 115
Hicks, *The Federal Union,* 151

UNIT V

Federalists and Jeffersonians

(8 days)

A. Content:

1. Washington's Administrations Launch the New Government
   Muzzey, Chapters 7-8, pp. 140, 142-55
   - a. The election of 1788
   - b. Political, economic, and social conditions in 1789-1790
   - c. Precedents established by the Washington administrations
   - d. Hamilton's financial program
   - e. Effects of the French Revolution upon our foreign relations
   - f. The rise of national political parties
2. The Federalist Regime Is Continued under John Adams
   Muzzey, Chapter 8, pp. 155-159
   - a. The election of 1796
   - b. Foreign affairs under John Adams
   - c. The Alien and Sedition Acts
   - d. The Virginia and Kentucky Resolutions
   - e. The naval war with France
   - f. The election of 1800-1801

B. Suggested Additional Readings:

Arnof, Dorothy S., (ed.), *A Sense of the Past*, pp. 82-105
Augspurger and McLemore, *Our Nation's Story*, pp. 173-191
Bailey, Thomas A., *A Diplomatic History of the American People*
Bragdon and McCutchen, *History of a Free People*, pp. 149-174
Bowers, Claude G., *Jefferson and Hamilton*
Ford, Henry J., *Washington and His Colleagues*
Miller, John C., *The Federalist Era, 1789-1801*
Taylor, George R., *Hamilton and the National Debt*, pp. 53-54, 68-70
Page, Elizabeth, *Tree of Liberty*
Schachner, Nathan, *Alexander Hamilton*

Chinard, Gilbert, *Honest John Adams*
Whitney, Janet, *Judith*

C. Suggested Areas for Exploration:

1. Select from and supplement the "Study Aids" in Muzzey, pp. 159-161.
2. The conflict over Hamilton's financial program led to the rise of new national parties in the United States. To what extent had partisan politics entered into American political development prior to 1789? What factors contributed to the rise of a two-party system in the United States? What necessary role do political parties play in our governmental system?
3. Do you think every citizen should belong to a political party? Why, or why not?
4. How did Jefferson and Hamilton differ in their views concerning the role of the federal government in the economic life of the nation? To what extent are similar differences in points of view found in American political life today?
5. By 1800, what needs for amending the original Constitution had become apparent? Relate these needs to the provisions of the first twelve amendments, considering the first ten amendments as a single addition.
6. The Sedition Act of 1798, whatever its shortcomings, represented an attempt to deal with the perplexing problems raised by the exercise of freedom of speech and of the press in a period of national emergency. To what extent do you believe these freedoms should be abridged in time of national peril?

D. Visual Aids:

Alexander Hamilton (17) B.V.E.

E. Quotations:

1. "Every breach of the public engagements, whether from choice or necessity, is, in different degrees, hurtful to public credit."—Alexander Hamilton, 1790.
2. "The alternate domination of one faction over another, sharpened by the spirit of revenge natural to party dissension . . . is itself a frightful despotism."—George Washington, 1796.

3. "He (Hamilton) touched the dead corpse of Public Credit, and it sprung upon its feet."—Daniel Webster, 1831.

F. **Cartoons:**

Bailey, *The American Pageant*, 177
Bragdon and McCutchen, *History of a Free Nation*, 171

UNIT VI

Jefferson to Jackson

(5 days)

A. Content:

1. The Jefferson Administrations (1801-1809)
   Muzzey, Chapters 9-10, pp. 162-174, 176-182
   - a. Problems arising out of the change in political control
   - b. The Louisiana Purchase and its consequences
   - c. War with Barbary pirates
   - d. The election of 1804
   - e. The trial of Aaron Burr
   - f. The attempt to use "peaceful coercion" to protect our commercial rights
2. Madison and the War of 1812
   Muzzey, Chapter 10, pp. 183-195
   - a. The rise of the War Hawks and the war spirit
   - b. The declaration of war
   - c. Military and navel engagements
   - d. Opposition to the war
   - e. The Treaty of Ghent
3. Nationalism and Sectionalism
   Muzzey, Chaper 11, pp. 197-215
   - a. National weaknesses revealed by the War of 1812
   - b. Nationalistic policies of the postwar period
   - c. Nationalism in foreign affairs
   - d. The "Era of Good Feeling"
   - e. Sectional factionalism within the Republican party
   - f. The Missouri Compromise
   - g. The elections of 1824 and 1828

B. Suggested Additional Readings:

Arnof, Dorothy S., (ed.), *A Sense of the Past*, pp. 106-144, 148-154

Augspurger and McLemore, *Our Nation's Story*, pp. 197-245

Bailey, Thomas A., *A Diplomatic History of the American People*

Bragdon and McCutchen, *History of a Free People*, pp. 177-180, 182-198, 205-220, 223-238

Corwin, E. S., *John Marshall and the Constitution*

Johnson, Allen, *Jefferson and His Colleagues*

Krout, J. A., and D. R. Fox, *The Completion of Independence, 1790-1830*

Ogg, Frederick A., *The Old Northwest*

Paine, R. D., *The Fight for a Free Sea*

Taylor, George R., (ed.), *The Turner Thesis*, pp. 34-46

C. **Suggested Areas for Exploration:**

1. Select from and supplement the "Study Aids" found in Muzzey, pp. 174-175, 195-196, 215-217.
2. In what ways did the leaders of the Republicans (Jeffersonian) change their positition with regard to the interpretation of the Constitution after they had secured control of the federal government? How would you account for these changes?
3. Show how the development of the doctrine of judicial review has increased the significance of our written Constitution. How has the development of this doctrine made the American government distinctly different from that of Great Britain?
4. How did the problems arising out of our trade with a warring Europe contribute to the growth of sectionalism during the period from 1800 to 1815? In what ways was this rising feeling of sectionalism expressed?
5. Evaluate the forces contributing to the rising surge of nationalism in the postwar (War of 1812) period.
6. Examine the effect of our territorial acquisitions in the period from 1800 to 1820 upon our later attitude toward further expansion.

D. **Visual Aids:**

John Marshall	(17)		B.V.E.
John Quincy Adams	(17)		B.V.E.
Louisiana Purchase	(16)		B.V.E.
Monroe Doctrine	(21)	C	B.V.E.
Thomas Jefferson	(17)		B.V.E.
Song of a Nation	(20)	C	B.V.E.
War of 1812	(15)		B.V.E.

E. Quotations:

1. "We are all Republicans, we are all Federalists."—Thomas Jefferson, 1801
2. "This war of conquest, a war for the acquisition of territory and subjects, is to be a new commentary on the doctrine that Republics are destitute of ambition . . ."—John Randolph, 1811
3. "I hope our land office will rid us of our debts, and that our first attention, then, will be to the beginning of a naval force of some sort."—Thomas Jefferson, 1785
4. "Our commerce is so valuable to them that they will be glad to purchase it, when the only price we ask is to do us justice."—Thomas Jefferson, 1807

E. Cartoons:

Bailey, *The American Pageant,* 186, 195
Hicks, *The Federal Union,* p. 274

UNIT VII

The Jacksonian Era
(9 days)

A. Content:

1. The New Democracy
   Muzzey, Chapter 12, pp. 219-223
   - a. The growth of democracy
   - b. Humanitarian reforms
   - c. Jackson, the new President
2. The Nullification Controversy
   Muzzey, Chapter 12, pp. 224-228
   - a. The development of the doctrine of nullification
   - b. The Webster-Hayne Debate
   - c. Opposition to a protective tariff
   - d. The Ordinance of Nullification, 1832
   - e. The settlement of the tariff issue
3. The Bank War and the Panic of 1837
   Muzzey, Chapter 12, pp. 228-235
   - a. The bank issue in the election of 1832
   - b. The removal of federal deposits
   - c. The distribution of the federal surplus
   - d. The Panic of 1837
   - e. The elections of 1836 and 1840

B. Suggested Additional Readings:

Arnof, Dorothy S., (ed.), *Sense of the Past,* pp. 155-182, 187-194

Augspurger and McLemore, *Our Nation's Story,* pp. 248-259, 261-274

Bragdon and McCutchen, *History of a Free People,* pp. 240-254, 257-270

Brooks, Van Wyck, *The Flowering of New England*

Commager, Henry S., *The Era of Reform, 1830-1860*

Hofstadter, Richard, *The American Political Tradition and the Men Who Made It*

Meyers, Marvin, *Jacksonian Persuasion, Politics, and Belief*

Ogg, Frederick A., *The Reign of Andrew Jackson*
Parrington, V. L., *Main Currents in American Thought*, Vol. II
Perry, Bliss, *The American Spirit in Literature*
Schlesinger, A. M., Jr., *The Age of Jackson*
Taylor, George R., (ed.), *The Great Tariff Debate, 1820-1830*, pp. 5-58
Tocqueville, Alexis de, *Democracy in America*
Van Deusen, G. G., *The Jacksonian Era*
Williams, S. T., *The American Spirit in Letters*

Adams, Samuel H., *The Gorgeous Hussy*
James, Marquis, *Andrew Jackson: Portrait of a President*
Havighurst, Walter, *Wilderness for Sale*

C. Suggested Areas for Exploration:

1. Select from and supplement the "Study Aids" found in Muzzey, pp. 236-239.
2. How did the position of women in American society change during the 50-year period from 1790 to 1840? Consider the influence of such factors as: (a) new ideas concerning democracy, (b) the rise of the factory system, (c) the spirit of humanitarian reform.
3. Evaluate the influence of the removal of restrictions upon suffrage on the selection of candidates and the conduct of political campaigns.
4. Jackson's stand on the nullification issue was inconsistent with his position with regard to the United States Bank and to the Indian problem. Do you agree? Why, or why not?
5. What conditions contribute to the creation of federal surpluses during the early 1830's? Do you consider it desirable that a debt-free government accumulate a surplus? Why, or why not?

D. Visual Aids:

Daniel Webster	(17)		B.V.E.
Old Hickory	(21)	C	B.V.E.
Horace Mann	(17)		B.V.E.

E. Quotations:

1. "Even if foreign markets were freely and widely open to the reception of our agricultural produce, from its bulky nature, and the distance of the interior, and the dangers of

the ocean, large portions of it could never profitably reach the foreign market . . ."—Henry Clay, 1832

2. "The duties of all public officers are, or at least admit of being made, so plain and simple that men of intelligence may readily qualify themselves for their performance; and I cannot but believe that more is lost by the long continuance of men in office than is generally to be gained by their experience."—Andrew Jackson
3. "Each public officer who takes an oath to support the Constitution swears that he will support it as he understands it, and not as it is understood by others."—Andrew Jackson, 1832
4. 'The confinement of the criminal and of the insane in the same building is subversive of that good order and discipline which should be observed in every well-regulated prison."—Dorothea Dix, 1843

F. **Cartoons:**

Augspurger and McLemore, *Our Nation's Story*, p. 254
Bailey, *The American Pageant*, p. 250
Bragdon and McCutchen, *History of a Free People*, pp. 250-252

UNIT VIII

The Westward Movement
(8 days)

A. Content:

1. The Far West
   Muzzey, Chapter 17, pp. 240-248
   - a. The ever-beckoning West
   - b. Routes to western areas
   - c. American migration into Texas
   - d. The Texan Revolution
   - e. The issue of annexation

2. *Texas* and the Mexican War
   Muzzey, Chapter 17, pp. 248-258
   - a. Foreign and domestic developments under Tyler
   - b. Westward expansion as a campaign issue in the election of 1844
   - c. The annexation of Texas
   - d. The War with Mexico
   - e. The Gadsden Purchase

B. Suggestions for Additional Reading:

Anderson, Nels, *Desert Saints*
Arnof, Dorothy S. (ed.), *A Sense of the Past,* pp. 196-203
Augspurger and McLemore, *Our Nation's Story,* pp. 280-293
Billington, Ray A., *The Far Western Frontier*
Billington, Ray A., *The Westward Movement in the United States*
Bragdon and McCutchen, *History of a Free People,* pp. 277-288
Craven and others, (ed.), *A Documentary History of the American People,* pp. 274-278
Fine and Brown, (eds.), *The American Past: Conflicting Interpretations of the Great Issues,* pp. 475-525
De Voto, Bernard, *The Year of Decision, 1846,* pp. 3-49
Gabriel, R. H., *The Lure of the Frontier*
Parkman, Francis, *The Oregon Trail*
Skinner, C. L., *Adventurers of Oregon*
Skinner, C. L., *Pioneers of the Old Southwest*

Stephenson, N. W., *Texas and the Mexican War*
Weinberg, Albert, *Manifest Destiny*

Binns, Archie, *The Land is Bright*
Burt, O. W., *Brigham Young*
Hough, Emerson, *The Covered Wagon*
Hough, Emerson, *Fifty-four Forty or Fight*

C. Suggested Areas for Exploration:

1. Select from and supplement the "Study Aids" found in Muzzey, pp. 258-259.
2. How were women affected by the conditions existing on the frontier? Compare their status on the frontier with their status in the settled East.
3. To what extent was the Mexican War a result of the policy of that country in offering special inducements to attract American settlers into a portion of its unoccupied areas? How did American activity in Texas lead Mexico to change its policies?
4. Compare the influence of the following economic activities upon the settlement of the West: (a) trade, (b) hunting and trapping, (c) mining, (d) farming.
5. How did social and political conditions in the East contribute to the settlement of the West?
6. Compare the influence of immigration and territorial expansion in introducing non-English elements into our national culture.

D. Visual Aids:

Driven Westward	(31)		B.V.E.
Flatboatmen of the Frontier	(33)	C	C.P.L.M.
Oregon Trail	(25)		B.V.E.
Territorial Expansion	(22)		B.V.E.
Westward Movement	(11)		B.V.E.

E. Quotations:

1. ". . . Our manifest destiny (is) to overspread the continent allotted by Providence for the free development of our multiplying millions."—John L. O'Sullivan, 1845
2. "To oppose that constant tendency to federal consolidation, I know no better plan than to multiply States; and the

farther from the centre of federal influence and attraction, the greater is our security."—Representative Duncan, 1844

3. ". . . But now, after reiterated menaces, Mexico has passed the boundary of the United States, has invaded our territory, and shed American blood upon the American soil . . ." —James K. Polk, 1846

F. Cartoons:

Bailey, *The American Pageant,* p. 291
Gabriel, *The Lure of the Frontier,* p. 221

UNIT IX

Nationalism and Sectionalism

(5 days)

A. Content:

1. The Temporary Triumph of Nationalism
   Muzzey, Chapter 14, pp. 260-275
   - a. Sectional issues raised by the Mexican War and its aftermath
   - b. Effect of the discovery of gold in California
   - c. The Compromise of 1850 as a final solution of the slavery issue
   - d. The truce of 1850-1854
   - e. Interest in an isthmian canal
   - f. The Ostend Manifesto

2. The House Divided
   Muzzey, Chapter 15, pp. 277-289
   - a. Growth of the abolition movement
   - b. The defense of the slavocracy of the South
   - c. Revival of sectional controversy after the Compromise of 1850
   - d. The Kansas-Nebraska Act and civil war in Kansas
   - e. The rise of the Republican party
   - f. The Dred Scott case
   - g. The Lincoln-Douglas Debates
   - h. John Brown's Raid
   - i. The election of 1860

B. Suggested Additional Readings:

Arnof, Dorothy S., (ed.), *A Sense of the Past*, pp. 141-147, 204-215, 221-232

Augspurger and McLemore, *Our Nation's Story*, pp. 296-312

Bragdon and McCutchen, *History of a Free People*, pp. 223-234, 263-265, 289-291, 294-312

Cole, Arthur C., *The Irrepressible Conflict*

Craven, Arthur O., *The Coming of the Civil War, 1830-1860*

Dodd, W. E., *The Cotton Kingdom*

Filler, Louis, *The Crusade Against Slavery, 1830-1860*
Fine and Brown, *The American Past,* Vol. I, pp. 369-394.
Garfinkle, Norton, (ed.), *Lincoln and the Coming of the Civil War,* pp. 1-30.
Logan, Rayford W., *The Negro in the United States*
Macy, Jesse, *The Anti-Slavery Crusade*
Olmsted, Frederick, *Slave States Before the Civil War*
Rozwenc, Edwin C., (ed.), *The Compromise of 1850,* pp. 1-47
Stampp, Kenneth, *The Peculiar Institution*
White, S. E., *The Forty-niners*

Capers, G. M., *Stephen A. Douglas*
Coit, Margaret, *John C. Calhoun*
Stone, Irving, *The Immortal Wife*
White, S. E., *Gold*
Wellman, P. I., *Gold in California*

C. Suggested Areas for Exploration

1. Select from and supplement the "Study Aids" found in Muzzey, pp. 275-276, 294-295.
2. Explain the factors contributing to the development of distinctive sectional attitudes (in the Northeast, Northwest, and South) with respect to: (a) the tariff, (b) federal aid to internal improvements, (c) Western land policy, (d) the Bank of the United States, (e) the factory system, and (f) slavery.
3. In what ways and to what extent had the Northeast and Northwest made greater progress in the development of their natural resources than had the South during the first half of the nineteenth century. How had the use of slavery affected the development of Southern resources?
4. How did the attitudes of Southern leaders toward slavery change during the early years of the nineteenth century? What conditions, other than the rise of the "cotton kingdom" contributed to this change?
5. Compare the unifying influences of our major political parties in the period from 1820 to 1856.

D. Visual Aids:

Life in Old Louisiana	(10)	B.V.E.
Eli Whitney Invents the Cotton Gin	(27)	B.V.E.
Webster's Sacrifice to Save the Union	(27)	B.V.E.
John C. Calhoun	(17)	B.V.E.

E. Quotations:

1. "Secession! Peaceable secession! Sir, your eyes and mine are never destined to see that miracle."—Daniel Webster, March 7, 1850.
2. "I want Cuba and I know that sooner or later we must have it . . . I want Tamaulipas, Potosi, and one or two other Mexican States, and I want them for the same reason—the planting of slavery."—Albert Gallatin Brown, United States Senator from Mississippi, 1858.
3. "Thus it is that the South, woefully inert and inventionless, has lagged behind the North, and is now weltering in the cesspools of ignorance and degradation . . ."—Hinton R. Helper, 1857.
4. "Our fathers knew when they made the government that the laws and institutions which were well adapted to the Green Mountains of Vermont were unsuited to the rice plantations of South Carolina . . . They knew that in a republic as broad as this . . . there must necessarily be a . . . variety of local laws—the policy and institutions of each state adapted to its condition and wants."—Stephen A. Douglas, 1858.

F. Cartoons:

Augspurger and McLemore, *Our Nation's Story*, p. 311
Bailey, *The American Pageant*, pp. 365, 375, 388, 406, 409
Bragdon and McCutchen, *History of a Free Nation*, p. 306

UNIT X

Civil War and Reconstruction

(8 days)

A. Content:

1. Secession Leads to War
   Muzzey, Chapter 15, pp. 289-294
   a. The secession of the states of the lower South
   b. The formation of the Confederacy
   c. Buchanan and Lincoln face the problems created by secession
   d. Lincoln's First Inaugural
   e. The bombardment of Fort Sumter
2. The War Between the States
   Muzzey, Chapter 16, pp. 295-316
   a. Military developments, 1861-1863
   b. Union blockade of the South
   c. Civil War diplomacy
   d. Social and economic conditions in the South and in the North
   e. Military developments, 1863-1865
   f. The assassination of Lincoln
3. Reconstruction
   Muzzey, Chapter 17, pp. 320-335
   a. Problems involved in restoring the Union
   b. Presidential vs Congressional reconstruction
   c. The impeachment of President Johnson
   d. Triumph of the Radical Republicans in defining Reconstruction policy
   e. Effects of Radical Reconstruction upon the South
   f. After-effects of Northern policies in financing the war
   g. Disposal of international problems arising during the war

B. Suggested Additional Readings:

Arnof, Dorothy S., (ed.), *A Sense of the Past*, pp. 233-242, 244-270

Augspurger and McLemore, *Our Nation's Story*, pp. 312-325, 329-341
Bailey, Thomas A., *The American Pageant*, pp. 411-482
Bowers, Claude G., *The Tragic Era*
Bragdon and McCutchen, *History of a Free People*, pp. 310-312, 315-335, 338-352
Bragdon, H. W., and others, (eds.), *Frame of Government*, pp. 200-243
Catton, Bruce, *Stillness at Appomattox* and *This Hallowed Ground*
Cole, Arthur C., *The Irrepressible Conflict, 1850-1865*
Craven and others, *A Documentary History of the American People*
Fleming, W. L., *The Sequel of Appomattox*
Nevins, Allen, *War for the Union*
Pratt, Fletcher, *Short History of the Civil War*
Randall, J. G., *The Civil War and Reconstruction*
Rozwenc, Edwin C., (ed.), *Reconstruction in the South*
Stephenson, N. W., *Abraham Lincoln and the Union* and *Day of the Confederacy*
Williams, T. H., *Lincoln and His Generals*
Wood, William, *Captains of the Civil War*

Crane, Stephen, *The Red Badge of Courage*
Miers, Earl S., *Robert E. Lee*
Sandburg, Carl, *Abraham Lincoln: The Prairie Years and the War Years*, (3 vols.)
Tate, Allen, *Stonewall Jackson*
Washington, Booker T., *Up from Slavery*
Woodward, W. E., *Meet General Grant*

C. **Suggested Areas for Exploration**

1. Select from and supplement the "Study Aids" found in Muzzey, pp. 294-295, 316-317, 338-339.
2. Read the material concerning and the text of the Constitution of the Confederate States of America in Bragdon and others, *Frame of Government*, pp. 200-243. In what ways did that constitution differ from that of the United States? How do these differences reflect: (a) the grievances of the Southern states against the Union in 1860? (b) an attempt to create an improved governmental organization over that provided by the Constitution of the United States?

3. Relate each of the following to the idea that a state might secede from the Union:
    (a) the "supreme law of the land" clause in the federal Constitution
    (b) the refusal of the North to give up federal forts in Southern states
    (c) the fact that no treaty was concluded following the defeat of the Confederate armies
    (d) the authority of Lincoln to issue the Emancipation Proclamation
    (e) the issue over the procedure by which the Southern states were to be "restored" to the Union.
4. Trace the steps by which slavery was abolished throughout the United States.
5. How did the federal government deal with the problems arising from the exercise of the freedom of speech and of the press during the Civil War?

D. **Visual Aids**

Abraham Lincoln		(17)	B.V.E.
Angel of Mercy—Clara Barton		(10)	B.V.E.
Constitution—One Nation Indivisible, 2 reels		(60)	B.V.E.
Death of Stonewall Jackson		(27)	B.V.E.
Emancipation Proclamation		(27)	B.V.E.
Face of Lincoln		(20)	B.V.E.
Fall of Fort Sumter		(27)	B.V.E.
Grant and Lee at Appomattox		(27)	B.V.E.
Jefferson Davis Declares Secession		(7)	B.V.E.
Johnson and Reconstruction		(39)	B.V.E.
Under Southern Stars	C	(18)	B.V.E.

E. **Quotations:**

1. "In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war. The Government will not assail you. You can have no conflict without yourselves being the aggressors. You have no oath registered in heaven to destroy the government, while I shall have the most solemn one to 'preserve, protect and defend it.' "—Abraham Lincoln, March 4, 1861.
2. "A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free."—Abraham Lincoln, 1858.

3. "With malice toward none, with charity for all . . . let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."—Abraham Lincoln, March 4, 1865.
4. "Unless the rebel States, before admission, should be made republican in spirit, and placed under the guardianship of loyal men, all our blood and treasure will have been spent in vain."—Thaddeus Stevens, 1867.
5. ". . ., let us console ourselves by reflecting that a free Constitution, triumphant in war and unbroken in peace, is worth far more to us and our children than the gratification of any present feeling."—Andrew Johnson, 1867.

F. Cartoons:

Augspurger and McLemore, *Our Nation's Story*, p. 311
Bailey, *The American Pageant*, p. 371, 388, 409, 413, 420, 430, 452, 454
Bragdon and McCutchen, *History of a Free People*, pp. 306, 316, 333, 346

Second Semester

UNIT XI

Grant Through McKinley
(10 days)

A. Content:

1. Corruption in Postwar Years
   Muzzey, Chapter 17, pp. 335-338
   - a. The election of 1872
   - b. Scandals in the administration of the federal government
   - c. Scandals in state and local government
   - d. The disputed election of 1876
   - e. Emergence of new national issues
2. Futile Party Battles
   Muzzey, Chapter 19, pp. 356-373, 375-376
   - a. Silver and industrial relations issues under Hayes
   - b. Garfield, Arthur, and civil service reform
   - c. Election of Grover Cleveland in 1884
   - d. Changed policies introduced by a Democratic administration
   - e. The return of the Republicans under Benjamin Harrison, 1889-1893
   - f. Significant legislation of 1890
3. Cleveland's "Luckless Years" and the Republican Triumph in 1896
   Muzzey, Chapter 20, pp. 382-387, 389-393
   - a. Cleveland victorious in the election of 1892
   - b. Difficult problems of Cleveland's second administration
   - c. Bryan and the Populists capture the lead of the Democratic party
   - d. The conservative triumph in the election of 1896
4. Prosperity under McKinley
   Muzzey, Chapter 21, pp. 409, 415-416
   - a. The election of 1900
   - b. Factors contributing to prosperity during the late 1890's
   - c. McKinley's assassination

B. Suggested Additional Readings

Arnof, Dorothy S., (ed), *A Sense of the Past,* pp. 326-336
Augspurger and McLemore, *Our Nation's Story,* pp. 421-442, 448-461, 465-486
Bragdon and McCutchen, *History of a Free People,* pp. 417-432
Ford, H. J., *The Cleveland Era*
Josephson, Matthew, *The Politicos, 1865-1897*
Nevins, Allan, *The Emergence of Modern America, 1865-1878*
Orth, S. P., *The Boss and the Machine*
Sullivan, Mark, *Our Times,* Vol. I
Thompson, Holland, *The New South*
Warne, Colston E., (ed.), *The Pullman Boycott of 1894—The Problem of Federal Intervention,* pp. 31-113
Whicher, George F., (ed.), *William Jennings Bryan and the Campaign of 1896,* pp. 26-77
White, L. D., *The Republican Era, 1869-1901*
Woodward, C. Vann, *Reunion and Reaction*

Bruce, Roger, *1877: Year of Violence*
Howells, W. D., *The Rise of Silas Lapham*
Nevins, Allan, *Grover Cleveland: A Study in Courage*

C. Suggested Areas for Exploration:

1. Select from and supplement the "Study Aids" found in Muzzey, pp. 338-339, 376-377, 394-395, 417-418.
2. To what extent was the disputed Presidential election of 1876 the result of the unsettled political conditions in the Reconstructed South? How did the outcome of that election affect reconstruction policy?
3. How did the rise of an industrial economy affect the nature of the major issues in national politics? Why were these changes important?
4. What progress was made during the late nineteenth century in the attainment by women of equality in the eyes of the law with men? What were the significant factors contributing to that progress?
5. How has the introduction of the merit system tended to improve the quality of the federal civil service? How did the introduction of this reform involve a repudiation of some of the tenets of Jacksonian democracy?
6. In what respects were the tariff and money issues confronting the nation during the late nineteenth century continua-

tions of earlier controversies in our history? Can the same thing be said of the issues relating to the regulation of business enterprise? Why, or why not?

D. Visual Aids:

The Constitution and the Labor Union	(20)	B.V.E.
Rise of Organized Labor	(18)	B.V.E.
Overthrow of the Tweed Ring	(20)	B.V.E.
Land of Liberty, Reels III and IV	(20 ea.)	B.V.E.

E. Quotations:

1. "When I find a man who is not willing to bear his share of the burdens of the government which protects him, I find a man who is unworthy to enjoy the blessings of a government like ours."—William Jennings Bryan, 1896.
2. "Wherever trades unions have organized and are most firmly organized, there are the right(s) of the people most respected."—Samuel Gompers, 1883.
3. ". . . when private property is devoted to a public use, it is subject to public regulation." — United States Supreme Court, **Munn vs Illinois**, 1877.
4. "The association of progress with poverty is the great enigma of our times."—Henry George, 1879.

F. Cartoons:

Augspurger and McLemore, *Our Nation's Story*, pp. 339, 428, 450, 453, 454, 470, 483, 484

Bailey, *The American Pageant*, pp. 488, 491, 514, 594, 600, 603

Bragdon and McCutchen, *History of a Free People*, pp. 418, 419, 420, 423, 428, 429

UNIT XII

The Economic Revolution

(20 days)

A. Content:

1. The New Industrial Age
   Muzzey, Chapter 18, pp. 340-353
   a. The settlement of the Far West
   b. The rise of big business
   c. The growth of organized labor
   d. Demands for reform

2. The Rise of Political Issues Arising out of Economic Growth
   Muzzey, Chapter 19, pp. 362-373
   a. Money, Tariffs, Surpluses, Economy
   b. Industrial disputes
   c. Government regulation of business enterprise

3. The Agrarian Protest
   Muzzey, Chapter 20, pp. 378-382
   a. Growth of western farming
   b. The farmers' grievances
   c. Rise of the Populist movement
   d. The Omaha Populist platform (1892)
   e. Influence of populism on the election of 1896

B. Suggested Additional Readings

Arnof, Dorothy S., (ed.), *A Sense of the Past*, pp. 272-280, 283-325

Augspurger and McLemore, *Our Nation's Story*, pp. 348-365, 368-386, 389-418

Billington, Ray A., *Westward Movement in the United States*

Bragdon and McCutchen, *History of a Free People*, pp. 359-371, 379-395, 397-412.

Buck, Solon J., *The Agrarian Crusade*

Dick, Everett, *The Sod-House Frontier*

Hacker, Louis M., *American Capitalism: Its Promise and Its Accomplishments*

Handlin, Oscar, *The Uprooted*

Hendrick, B. J., *The Age of Big Business*
Hofstadter, Richard, (ed.), *Great Issues in American History*, Vol. 2
Holbrook, S. H., *The Age of the Moguls*
Hough, Emerson, *The Passing of the Frontier*
Josephson, Matthew, *The Robber Barons*
Latham, Earl, (ed), *John D. Rockefeller: Robber Baron or Industrial Statesman*, pp. 1-48, 77-82, 88-111
Moody, John, *The Masters of Capital* and *The Railroad Builders*
Nevins, Allan, *The Emergence of Modern America, 1865-1878*
Orth, S. P., *The Armies of Labor* and *Our Foreigners*
Osgood, E. S., *The Day of the Cattlemen*
Riegel, Roy E., *America Moves West*
Schlesinger, A. M., *The Rise of the City, 1878-1898*
Tarbell, Ida M., *The Nationalizing of Business, 1878-1898*
Thompson, Holland, *The Age of Invention*
Wittke, Carl, *We Who Built America*

Cromie, Robert, *The Great Chicago Fire*
Ferber, Edna, *Cimarron*
Holbrook, S. J., *James J. Hill*
Hough, Emerson, *North of 36*
Howells, W. D., *The Rise of Silas Lapham*
Josephson, Matthew, *Edison*

C. **Suggested Areas for Exploration:**

1. Select from and supplement the "Study Aids" found in Muzzey, pp. 354-355, 376-377, 394-395.
2. What conditions of the late nineteenth century made easier the organization of large corporations than the organization of strong labor unions?
3. Evaluate the services and disservices to the nation by the industrial entrepreneurs of the age of big business.
4. In what ways did our political history of the period from 1875 to 1900 reflect the struggle between debtors and creditors?
5. What factors contributed to the rapid settlement of the Far West in the period following the War Between the States? How did the settlement of the West influence our political development and the political issues of the period?

D. Visual Aids:

American Indians of Today	(16)	C	B.V.E.
Chicago Fire	(27)		B.V.E.
Completion of the First Transcontinental Railway	(27)		B.V.E.
Evolution of the Oil Industry	(33)		B.V.E.
Story of Dr. Carver	(11)		B.V.E.
Westward Movement	(11)		B.V.E.
What Makes Us Tick	(13)	C	B.V.E.
Competition and Big Business	(20)	C	B.V.E.

E. Quotations:

1. "Even an unspeculative business may, if skillfully conducted, bring in greater gains than can often be hoped for in Europe, because the scale of operations is in America so large that a comparatively small percentage of profit may mean a very large income."—James Bryce, 1890.
2. "The poorest immigrant comes here with the purpose and ambition to better himself and, given half a chance, might be reasonably expected to make the most of it."—Jacob Riis
3. "Go West, young man!"—Horace Greeley
4. "There is one element of cost, however, which every student of sociology will rejoice to know has not been cheapened, and that is human labour."—Andrew Carnegie, 1902.

F. Cartoons:

Bragdon and McCutchen, *History of a Free People,* pp. 360, 398
Bailey, *The American Pageant,* pp. 539, 570, 584
Hicks, *The American Nation,* pp. 171, 213, 225, 232

UNIT XIII

American Intellectualism

(6 days)

A. Content:

1. The Impact of Industrialism upon Social and Economic Philosophy
   Augspurger and McLemore, *Our Nation's Story,* pp. 421-442
   Bragdon and McCutchen, *History of a Free People,* pp. 397-414
   - a. The sources of discontent
   - b. Regulating the value of money
   - c. Competition and monopoly
   - d. The organization of labor
   - e. The role of government in social and economic life
2. The Nationalization of American Culture
   Augspurger and McLemore, *Our Nation's Story,* pp. 530-539
   - a. Development of improved means of communication
   - b. Effect of growth of mass means of communication
3. The Development of Education in the United States
   Augspurger and McLemore, *Our Nation's Story,* pp. 544-546
   Bragdon and McCutchen, *History of a Free People,* pp. 374-376
   - a. Upward extension of the years of compulsory schooling
   - b. Broadening the curriculum
   - c. Influence of the Morrill Act on higher education
   - d. Development of technical education

B. Suggested Additional Readings:

Arnof, Dorothy S., (ed.), *A Sense of the Past,* pp. 281-282, 318-320

Bailey, Thomas A., *The American Pageant,* pp. 535-538, 548-559, 562-564

Fine and Brown, *The American Past: Conflicting Interpretations of the Great Issues,* Vol. II, pp. 132-168, 171-194

George, Henry, *Progress and Poverty*

Kennedy, Gail, (ed.), *Democracy and the Gospel of Wealth,* pp. 1-8, 27-42, 55-76

Perry, Bliss, *The American Spirit in Literature*
Slosson, E. E., *The American Spirit in Education*
Weigle, L. A., *American Idealism*
Ziegler, Benjamin M., (ed.), *Immigration: An American Dilemma*, pp. 19-33

Adams, Henry, *The Education of Henry Adams*
Bellamy, Edward, *Looking Backward*
Carnegie, Andrew, *Autobiography*
Norris, Frank, *The Octopus*

C. **Suggested Areas for Exploration:**

1. In what respects was the industrial urban frontier of the late nineteenth century similar to the earlier territorial frontier? In what respects was it different?
2. In what ways was American social and economic philosophy of the late nineteenth century influenced by European thinking? In what ways were these European ideas modified by conditions prevailing in America at that time?
3. Show how the development of mass means of communication has contributed to the standardization of American thought. Do you think standardization is desirable? Why, or why not?
4. What conditions have led the American people to support an expanding system of public education? How did the rise of an industrial society affect the purposes and content of public education? Higher education?

D. **Visual Aids:**

Andrew Carnegie	(17)	B.V.E.
Susan B. Anthony Is Tried for Voting	(27)	B.V.E.

E. **Quotations:**

1. "Not evil, but good, has come to the race from the accumulation of wealth by those who have had the ability to produce it."—Andrew Carnegie, 1889.
2. "The rights and interests of the laboring man will be protected and cared for, not by the labor agitators, but by the Christian men to whom God in His infinite wisdom, has given control of the property interests of the country."—George F. Baer, 1902.

3. "Congratulate poor young men upon being born to that ancient and honorable degree which renders it necessary that they devote themselves to hard work." — Andrew Carnegie, 1902.
4. "Corporations, which should be carefully restrained creatures of the law and the servants of the people, are fast becoming the people's masters."—Grover Cleveland, 1888.

F. **Cartoons:**

Bailey, *The American Pageant*, pp. 532, 554
Hicks, *The American Nation*, p. 211

UNIT XIV

American Imperialism

(4 days)

A. Content:

1. The Expansion of American Interests
   Muzzey, Chapter 17, p. 331; Chapter 19, pp. 373-375; Chapter 20, pp. 387-389
   a. The purchase of Alaska
   b. The Bering Sea Controversy
   c. Quarrels with Germany, Italy, and Chile
   d. Revolution in Hawaii
   e. The Venezuelan boundary dispute

2. Dominion over Palm and Pine
   Muzzey, Chapter 21, pp. 398-415; Chapter 22, pp. 422-427, 429-431, 434; Chapter 23, pp. 462-467
   a. Territorial acquisitions arising from the Spanish-American War
   b. Imperialism in the election of 1900
   c. Problems in governing overseas territories
   d. Efforts at world co-operation
   e. Relations with China
   f. The Panama Canal
   g. Controversy with Japan over immigration
   h. American interests in the Caribbean and in Mexico

B. Suggested Additional Reading:

Arnof, Dorothy S., (ed.), *A Sense of the Past,* pp. 388-363

Augspurger and McLemore, *Our Nation's Story,* pp. 551-575

Bailey, Thomas A., *A Diplomatic History of the American People*

Bragdon and McCutchen, *History of a Free People,* pp. 439-452, 454-465, 501-504

Craven and others, *A Documentary History of the American People,* pp. 637-639, 640-644

Dulles, Foster Rhea, *America's Rise to World Power, 1898-1954* and *The Imperial Years*

Duval, M. P., *And the Mountains Will Move*

Faulkner, Harold U., *Politics, Reform and Expansion, 1890-1900*
Fish, C. R., *The Path of Empire*
Freidel, Frank, *The Splendid Little War*
Goldman, Eric, *Rendezvous with Destiny*
Greene, Theodore P., (ed.), *American Imperialism in 1898*, pp. 26-70
Howland, Harold, *Theodore Roosevelt and His Times*
Kennan, George F., *American Diplomacy, 1900-1950*
Millis, Walter, *The Martial Spirit*
Pratt, Julius W., *America's Colonial Experiment*
Russ, W. A., *The Hawaiian Revolution*
Sheperd, W. R., *The Hispanic Nations of the New World*

Epstein, B. W. and Samuel Epstein, *William Crawford Gorgas*
Kantor, MacKinlay, *Cuba Libre*
Lorant, Stefan, *Life and Times of Theodore Roosevelt*
Morenus, Richard, *Alaska Sourdough*
Weens, J. E., *Fate of the Maine*

C. Suggested Areas for Exploration:

1. Select from and supplement the "Study Aids" found in Muzzey, pp. 376-377, 394-395, 417-418, 436-437, 468-469.
2. How did the increased wealth resulting from the growth of industrialization lead to interest in overseas expansion?
3. What new governmental issues were raised by the acquisition of overseas territories? How were these issues resolved?
4. Evaluate the effect of various forces contributing to the outbreak of the Spanish-American War.
5. Explain how the federal character of our national Union tends to complicate the handling of such issues as that created by Japanese immigration in the early 1900's.
6. Comment on the benefits and the difficulties arising from the American practice instituted by President Wilson of withholding recognition to foreign governments of which we do not approve.
7. To what extent has the United States deliberately followed a policy of preparing the inhabitants of its colonial possessions for self-government? Compare the United States in this respect with other imperial powers.

D. Visual Aids:

Admiral Dewey's Victory at Manila Bay	(27)		B.V.E.
Hawaii: The 50th State—People and Resources	(17)	C	B.V.E.
Teddy the Rough Rider	(19)	C	B.V.E.

E. Quotations:

1. "Take up the White Man's burden—
   Send forth the best ye breed—
   Go, bind your sons to exile
   To serve your captive's need."—Rudyard Kipling
2. "What we have done was inevitable because it was in accordance with the laws of our being as a nation, in the defiance and disregard of which lie ruin and retreat."—Henry Cabot Lodge, 1900.
3. ". . . I warn the American people that a democracy . . . cannot long play the king over subject populations without creating within itself ways of thinking and habits of action most dangerous to its own vitality . . ."—Carl Schurz, 1899.
4. "I never take a step in foreign policy unless I am assured that I shall be able eventually to carry out my will by force."—Theodore Roosevelt, 1905.

F. Cartoons:

Augspurger and McLemore, *Our Nation's Story*, pp. 564, 567, 568, 571

Bailey, *The American Pageant*, pp. 610, 624, 633, 702

Bragdon and McCutchen, *History of a Free People*, pp. 351, 440, 445, 458, 462

UNIT XV

The Progressive Era

(8 days)

A. Content:

1. Reform under Roosevelt
   Muzzey, Chapter 22, pp. 419-422, 427-429, 431-433, 435
   - a. Prosecution of the trusts
   - b. The anthracite coal strike
   - c. Strengthening of railroad regulation
   - d. "Good" and "bad" trusts
   - e. Safeguarding the nation's health
   - f. Conservation and reclamation
   - g. The election of 1908
2. The Progressive Movement
   Muzzey, Chapter 23, pp. 438-452
   - a. Strengthening of popular control of the government
   - b. The progress of reform under Taft
   - c. The Republican split and the election of 1912
3. Woodrow Wilson and the New Freedom
   Muzzey, Chapter 24, pp. 454-462
   - a. Wilson's program of reform
   - b. The Underwood Tariff Act
   - c. The creation of the Federal Reserve banking system
   - d. Regulation of business

B. Suggested Additional Readings:

Arnof, Dorothy S., (ed.), *A Sense of the Past,* pp. 364-383

Augspurger and McLemore, *Our Nation's Story,* pp. 490-513

Bragdon and McCutchen, *History of a Free People,* pp. 467-486, 489-501

Coyle, David Cushman, *Conservation*

Faulkner, Harold U., *The Decline of Laissez-Faire, 1897-1917* and *The Quest for Social Justice, 1898-1914*

Goldman, Eric, *Rendezvous with Destiny*

Hofstadter, Richard, *The Age of Reform*
Howland, Harold, *Theodore Roosevelt and His Times*
Link, A. S., *Wilson, the Road to the White House* and *Woodrow Wilson and the Progressive Era*
Mowry, George R., *The Era of Theodore Roosevelt, 1900-1912* and *Theodore Roosevelt and the Progressive Movement*
Roosevelt, Theodore, *The New Nationalism*
Seymour, Charles, *Woodrow Wilson and the World War*
Wilson, Woodrow, *The New Freedom*

Blum, John M., *The Republican Roosevelt*
Burnett, C. B., *Five for Freedom*
Pringle, Henry, *Theodore Roosevelt*
May, H. F., *The End of American Innocence*
Wister, Owen, *The Virginian*

C. Suggested Areas for Exploration:

1. Select from and supplement the "Study Aids" found in Muzzey, pp. 436-437, 452-453, 467-469.
2. In what ways was popular control over government and government officials strengthened during the early years of the twentieth century? Show the relationship between political and social and economic reform.
3. In what ways did the reforms of the Progressive Era indicate a modification of popular attitudes toward big business?
4. Why has the tariff ceased to be an important source of federal income? In what respects, if at all, has this development affected our national tariff policy?
5. Evaluate the permanence and the effectiveness of the reforms achieved under the auspices of the federal government under Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.

D. Visual Aids

Attempt to Assassinate Theodore Roosevelt		(27)	B.V.E.
Competition and Big Business	C	(20)	B.V.E.
First Flight of the Wright Brothers		(27)	B.V.E.
Free Horizons—Story of Our National Parks and Forests		(17)	B.V.E.
The River		(33)	B.V.E.

E. Quotations:

1. "Normally the man of great productive capacity who becomes rich by guiding the labor of many other men does so by enabling them to produce more than they could produce without his guidance; and both he and they share in the benefit, which comes also to the public at large. The superficial fact that the sharing may be unequal must never blind us to the underlying fact that there is this sharing, and that the benefit comes in some degree to each man concerned . . . Taken as a whole we must all go up or down together."—Theodore Roosevelt, 1905.
2. ". . . Big Business and Bad Politics are hard to beat."—Lincoln Steffens, 1906.
3. "The scales of heedlessness have fallen from our eyes. We have made up our minds to square every process in our national life again with the standards we so proudly set up in the beginning and have always carried at our hearts. Our work is a work of restoration."—Woodrow Wilson, 1913.
4. ". . . the average American will condemn in an alderman what in his partner he would consider reason for opening a bottle of champagne. In literal truth the politician is attacked for displaying the morality of his constituents . . ." —Walter Lippman, 1914.
5. "We keep countless men from being good citizens by the conditions of life with which we surround them."—Theodore Roosevelt, 1910.
6. "The only thing that can ever make a free country is to keep a free and hopeful heart under every jacket in it."—Woodrow Wilson, 1912.

F. Cartoons:

Augspurger and McLemore, *Our Nation's Story,* p. 506

Bailey, *The American Pageant,* pp. 667, 675, 679, 690

Bragdon and McCutchen, *History of a Free People,* pp. 478, 480, 490, 492

UNIT XVI

World War I

(10 days)

A. Content:

1. The Struggle for Neutrality
   Muzzey, Chapter 25, pp. 470-477
   - a. Background of World War I
   - b. The position of the United States as a neutral
   - c. Developments leading to a change of American attitude
   - d. The United States enters the war
2. The United States as a Participant
   Muzzey, Chapter 25, pp. 477-481
   - a. Transition to a wartime economy
   - b. Building our military forces
   - c. Role played by the American navy and American troops
   - d. Wilson's "Fourteen Points"
3. Influence of the War on American Life
   Muzzey, Chapter 25, pp. 481-487
   - a. Problems of national mobilization
   - b. Financing the war
   - c. Assistance to the Allies
   - d. Limitations on freedom of expression
4. The United States and the Peace
   Muzzey, Chapter 25, pp. 487-501
   - a. Wilson at Versailles
   - b. Rejection by the U. S. Senate of the Treaty of Versailles
   - c. The League of Nations
   - d. Postwar problems
   - e. The election of 1920

B. Suggested Additional Readings:

Arnof, Dorothy S., (ed.), *A Sense of the Past,* pp. 384-400

Augspurger and McLemore, *Our Nation's Story,* pp. 578-600, 603-612

Bailey, Thomas A., *The American Pageant*, pp. 706-765; *A Diplomatic History of the American People* and *Wilson and the Peacemakers*
Bragdon and McCutchen, *History of a Free People*, pp. 507-526
Brinton, Crane, and others, *Modern Civilization*, pp. 580-593
Craven, Avery, and others, *A Documentary History of the American People*
Dulles, Foster R., *America's Rise to World Power, 1898-1954*
Falls, Cyril, *The Great War*
Fine and Brown, *The American Past: Conflicting Interpretations of the Great Issues*, pp. 307-344
Hoover, Herbert, *The Ordeal of Woodrow Wilson*
May, E. R., *The World War and American Isolationism*
Millis, Walter, *The Road to War*
Seymour, Charles, *Woodrow Wilson and the World War*
Slosson, P. W., *The Great Crusade and After, 1914-1928*
Snyder, L. L., (ed.), *Historic Documents of World War I*
Sullivan, Mark, *Our Times*, Vol. V
Wittke, Carl, *The German-American and the World War*

Coit, Margaret, *Mr. Baruch*
Garraty, John A., *Henry Cabot Lodge* and *Woodrow Wilson*
Remarque, Erich Maria, *All's Quiet on the Western Front*
Pershing, John J., *My Experiences in the World War*

C. Suggested Areas for Exploration:

1. Select from and supplement the "Study Aids" found in Muzzey, pp. 501-503.
2. What conditions and circumstances contributed to the decline in favor of the Central Powers in the United States and the rise in sympathy for the cause of the Allied Powers?
3. How did the formation of the Soviet Union add to the complexities involved in the negotiation of the peace terms following the war?
4. Evaluate the influence of Wilson's "Fourteen Points" as (1) a means of reducing the will of the enemy to resist, and (2) a basis for the actual peace negotiations at Versailles.
5. Evaluate the forces that contributed to the rejection of the Treaty of Versailles by the United States Senate. To what extent was Wilson's uncompromising position with regard to reservations defensible? Explain your position.

D. Visual Aids:

World War I—The Background	(14)	B.V.E.
World War I—The War Years	(14)	B.V.E.
World War I—Building the Peace	(11)	B.V.E.
Woodrow Wilson—Spokesman for Tomorrow	(27)	C.P.L.M.

E. Quotations:

1. "Governments and individuals conformed to the rhythm of the tragedy, swayed and staggered forward in helpless violence, slaughtering and squandering on ever-increasing scales, till injuries were wrought to the structure of human society which a century will not efface, and which may conceivably prove fatal to the present civilization."—Winston Churchill, 1929.
2. "There is such a thing as a man being too proud to fight. There is such a thing as a nation being so right that it does not need to convince others by force that it is right."—Woodrow Wilson, 1915.
3. "Each day of the terrible struggle causes new destruction, new sufferings. Each day shortening the war will, on both sides, preserve the life of thousands of brave soldiers and be a benefit to mankind."—Count von Bernstorff, January, 1917.
4. "The right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy."—Woodrow Wilson, April 6, 1917.
5. "The stage is set, the destiny disclosed . . . We cannot turn back. We can go only forward, with lifted eyes and freshened spirit, to follow the vision . . . America shall in truth show the way. The light streams upon the path ahead and nowhere else."—Woodrow Wilson, July 10, 1919.
6. "Let us at least be real. Washington's entire honesty of mind and his fearless look into the face of all facts are qualities which can never go out of fashion and which we should all do well to imitate."—Henry Cabot Lodge, August 12, 1919.

F. Cartoons:

Bailey, *The American Pageant,* pp. 709, 717, 724, 732, 736, 740, 752, 756, 758

Bragdon and McCutchen, *History of a Free People,* pp. 518, 524

Hicks, *The American Nation,* p. 470

UNIT XVII

Normalcy

(6 days)

A. Content:

1. The Harding Administration
   Muzzey, Chapter 26, pp. 504-516, 518-521
   - a. The triumph of conservatism
   - b. Tariff and income tax revision
   - c. The war debt issue
   - d. Labor problems
   - e. Immigration restriction
   - f. Dishonesty in high places
2. Prosperity under Coolidge
   Muzzey, Chapter 27, pp. 523-534, 538-539
   - a. Problems with the enforcement of prohibition
   - b. The election of 1924
   - c. Industrial boom and agricultural decline
   - d. The election of 1928
3. The Eclipse of Prosperity
   Muzzey, Chapter 28, pp. 541-547, 548-551
   - a. Economic optimism of early 1929
   - b. The Wickersham Commission
   - c. The crash in October, 1929
   - d. Hoover's efforts to combat the depression
   - e. The election of 1932

B. Suggested Additional Readings:

Adams, S. H., *The Incredible Era*

Allen, Frederick L., *Only Yesterday* and *Since Yesterday*

Arnof, Dorothy S., (ed.), *A Sense of the Past*, pp. 402-426

Augspurger and McLemore, *Our Nation's Story*, pp. 626-645

Bragdon and McCutchen, *History of a Free People*, pp. 533-553, 555-562, 566-571

Faulkner, Harold U., *From Versailles to the New Deal*

Hicks, J. D., *The Era of Republican Ascendancy, 1921-1933*

Leuchtenburg, William, *The Perils of Prosperity, 1914-1932*
Lord, Walter, *Good Years*
Nevins, Allan, *The United States in a Chaotic World*
Shannon, D. A., (ed.), *The Great Depression*
Slosson, P. W., *The Great Crusade and After, 1914-1928*
Soule, George A., *The Prosperity Decade, 1917-1929*
Sullivan, Mark, *Our Times*, Vol. VI
Warren, H. G., *Herbert Hoover and the Great Depression*
Wecter, Dixon, *The Age of the Great Depression, 1929-1941*

Brookhouser, Frank, (ed.), *These Were Our Years*
Burlingame, Roger. *Henry Ford*
Handlin, Oscar, *Al Smith and His America*
Lewis, Sinclair, *It Can't Happen Here*
Lindberg, Charles A., *We*
White, W. A., *A Puritan in Babylon*

C. Suggested Areas for Exploration:

1. Select from and supplement the "Study Aids" found in Muzzey, pp. 521-522, 539-540, 551-553.
2. How did the rise of new industries during the 1920's make this a decade of national prosperity in spite of the "hard times" suffered by American agriculture?
3. Evaluate the influence of various factors contributing to the Great Depression.
4. Why have some historians called this decade the "Roaring Twenties"?
5. What forces contributed to the adoption of new immigration restriction policies during the 1920's? How did the new restrictions influence the volume and character of our immigration?
6. How did the conditions of the enforcement of federal prohibition lead to the abandonment in 1933 of this "noble experiment"? How have the growth of industrialization and the development of the automobile industry affected public opinion concerning the beverage industry?

D. Visual Aids:

Auto's First Seventy Years	(7)	B.V.E.
Air Age	(26)	B.V.E.
Law and Social Controls	(10)	B.V.E.
'29 Boom and '30's Depression	(15)	B.V.E.

E. Quotations:

1. "America's present need is not heroics but healing; not nostrums but normalcy; not revolution but restoration; . . . not surgery but serenity."—Warren G. Harding, 1920.
2. "The business of America is Business."—Calvin Coolidge, 1925.
3. "Fill a man's pockets with money, give him a chance at a huge profit, put him in an illegal business and thus deny him recourse to the law if he is attacked, and you have made it easy for him to bribe and shoot."—Frederick L. Allen, 1931.
4. "Our country has become the land of opportunity to those born without inheritance, not merely because of the wealth of its resources and industry but because of this freedom of initiative and enterprise."—Herbert Hoover, 1928.
5. "There is no right to strike against the public safety by anybody, anywhere, any time."—Calvin Coolidge, 1919.

F. Cartoons:

Bailey, *The American Pageant,* pp. 769, 774, 777, 791, 808, 814, 823

Bragdon and McCutchen, *History of a Free People,* pp. 540, 556, 557, 561

UNIT XVIII

The New Deal

(11 days)

A. **Content:**

1. The "Hundred Days"
   Muzzey, Chapter 29, pp. 554-564
   - a. The banking crisis
   - b. Relief aspects of the New Deal
   - c. Recovery aspects of the New Deal
   - d. Reform aspects of the New Deal
2. The New Deal on Trial
   Muzzey, Chapter 30, pp. 566-572
   - a. The Supreme Court and the New Deal
   - b. Popular attitudes concerning the New Deal
   - c. Effectiveness of the New Deal
   - d. Labor conflicts

B. **Suggested Additional Readings:**

Allen, Frederick L., *Since Yesterday*

Arnof, Dorothy S., (ed.), *A Sense of the Past*, pp. 427-439

Augspurger and McLemore, *Our Nation's Story*, pp. 649-665, 672-675

Bailey, Thomas A., *The American Pageant*, pp. 831-856

Bragdon and McCutchen, *History of a Free People*, pp. 574-593

Brogan, Denis W., *The Era of Franklin D. Roosevelt*

Copes, Alfred H. and Fred Krinsky, (eds.), *Franklin D. Roosevelt and the Supreme Court*, pp. 1-39

Einaudi, M., *The Roosevelt Revolution*

Freidel, Frank, *Franklin D. Roosevelt and the New Deal*

Hofstadter, Richard, *The Age of Reform* and *The American Political Tradition and the Men Who Made It*

Mitchell, B., *Depression Decade*

Perkins, Dexter, *The New Age of Franklin D. Roosevelt, 1932-1945*

Schlesinger, A. M., Jr., *The Age of Roosevelt*, Vol. II

Swisher, Carl B., (ed.), *Historic Decisions of the Supreme Court*

Wecter, Dixon, *The Age of the Great Depression, 1929-1941*

Wish, Harvey, *Contemporary America*

Burns, J. M., *Roosevelt: The Lion and the Fox*

Lilienthal, David, *TVA: Democracy on the March*

Thomas, Dorothy, *The Home Place*

Tugwell, Rexford G., *The Democratic Roosevelt*

Wolfert, Ira, *Victory in the Dust Bowl*

C. Suggested Areas for Exploration:

1. Select from and supplement the "Study Aids" found in Muzzey, pp. 564-565, 573-574.
2. How did the Roosevelt administration's attack upon the farm problem differ from that of previous administrations? Comment upon this program with regard to: (a) restrictions upon the freedom of choice permitted the farmer, (b) its effect upon the development of large-scale agricultural operations, and (c) its effectiveness in securing a larger income for the farmer. Relate the New Deal agricultural policies to those currently in effect.
3. Why have privately owned and operated electric power companies generally been antagonistic to the TVA?
4. Evaluate the various factors contributing to the growth of labor organizations during the 1930's. How did the Wagner Labor Act contribute to a temporary division within the ranks of organized labor?
5. Why was President Roosevelt unable to secure Congressional support for his plan for reorganizing the federal judiciary? Evaluate the effect of the proposal upon popular support of Roosevelt.

D. Visual Aids:

The Constitution and the Labor Union		(20)	B.V.E.
F. D. R.—Third Term to Pearl Harbor		(27)	B.V.E.
The Roosevelt Story	C	(71)	C.P.L.M.

E. Quotations:

1. "It seems a quality of the Roosevelt character either to inspire a mad devotion that can see no flaw or to kindle a

hatred of an intensity that will admit of no virtue . . . A very human individual, he possesses faults as well as virtues."—Harold Ickes, 1936.

2. "This generation of Americans has a rendezvous with destiny."—Franklin D. Roosevelt, 1936.
3. "These dark days will be worth all they cost us if they teach us that our true destiny is not to be ministered unto but to minister to ourselves and to others."—Franklin D. Roosevelt, 1933.
4. ". . . I see millions denied education, recreation, and the opportunity to better their lot and the lot of their children . . . I see one-third of a nation ill-housed, ill-clad, ill-nourished."—Franklin D. Roosevelt, 1937.
5. "This country needs and, unless I mistake its temper, the country demands bold, persistent experimentation. It is common sense to take a method and try it: If it fails, admit it frankly and try another. But, above all, try something." —Franklin D. Roosevelt, 1933.

F. Cartoons:

Bailey, *The American Pageant,* pp. 834, 841
Bragdon and McCutchen, *History of a Free People,* pp. 580, 591
Hicks, *The American Nation,* p. 579

UNIT XIX

America's Rise as a World Power

(9 days)

A. Content:

1. The 1920's—Co-operation without Involvement
   Muzzey, Chapter 26, pp. 516-518; Chapter 27, pp. 534-538; Chapter 28, pp. 547-548
   a. The Washington Disarmament Conference, 1921-22
   b. The United States and the World Court
   c. The Kellogg-Briand Peace Pact
   d. Relations with Latin-American nations
   e. The London Naval Treaty, 1930
2. The 1930's—Reluctant Involvement
   Muzzey, Chapter 31, pp. 575-585
   a. Hoover, Roosevelt, and the "Good Neighbor" Policy
   b. Threats to democracy by new totalitarian dictatorships
   c. Aggressions of the dictators
   d. Strengthening neutrality legislation
   e. The election of 1940
   f. The outbreak of war in Europe
   g. The uneasy neutrality of 1939-1941
3. The United States and the Second World War
   Muzzey, Chapter 32, pp. 588-602
   a. Pearl Harbor and direct involvement
   b. Global war
   c. The tide turns from the Axis
   d. The defeat of Germany—VE Day
   e. The defeat of Japan—VJ Day
4. Voluntary Association and Co-operation
   Muzzey, Chapter 33, pp. 604-611
   a. Formation of the United Nations
   b. Its Accomplishments and Its Failures
5. Leadership in the "Cold War"
   Muzzey, Chapter 34, pp. 613-632; Chapter 35, pp. 633-637
   a. New world responsibilities
   b. Military and economic aid to democratic nations
   c. The Korean War

d. Alliances with other nations
e. Developments on the "home front"

B. Suggested Additional Readings:

Agar, Herbert, *The Price of Power, America Since 1945*
Allen, Frederick L., *The Big Change*
Arnof, Dorothy S., (ed.), *A Sense of the Past*, pp. 440-466, 470-476, 479-491, 497-500
Augspurger and McLemore, *Our Nation's Story*, pp. 665-672, 678-701, 707-739, 742-778, 781-801
Bragdon and McCutchen, *History of a Free People*, pp. 596-607, 617-641, 644-650, 654-669
Dulles, Foster R., *America's Rise to World Power, 1898-1954*
Goldman, Eric F., *The Crucial Decade and After, 1945-1960*
Janeway, Elliot, *The Struggle for Survival*
Kennan, George F., *American Diplomacy, 1900-1950*
Millis, Walter, *Arms and the State*
Nevins, Allan, *The United States in a Chaotic World* and *The New Deal and World Affairs*
Overstreet, Harry, *What We Must Know About Communism*
Perkins, Dexter, *The New Age of Franklin D. Roosevelt, 1932-1945*
Pratt, Fletcher, *The War for the World*
Spanier, J. W., *American Foreign Policy Since World War II*
Zink, Harold, *The United States Occupation of Germany*

Churchill, Winston S., *Their Finest Hour*
Dayton, E. L., *Walter Reuther*
Eisenhower, Dwight D., *Crusade in Europe*
Greenfield, K. R., *Command Decisions*
Pyle, Ernest R., *Brave Men*
Michener, James, *Bridges at Toko-ri*
Truman, Harry S., *Year of Decisions*

C. Suggested Areas for Exploration:

1. Select from and supplement the "Study Aids" found in Muzzey, pp. 521-522, 540, 551-553, 585-587, 602-603, 611-612, 637-641.
2. Explain how the rise of America's position in world affairs has tended to blunt the distinction between domestic and foreign issues.
3. Evaluate the effects of economic conditions of the 1930's

upon American foreign policy and foreign policy attitudes during that period.

4. Why, despite the failure of the League of Nations, was there great world-wide interest in the formation of another world organization after World War II?
5. How did World War II tend to create a postwar climate of hostility between the United States and the U.S.S.R.? Evaluate the contributions of these two nations to the United Nations' victory in the war.
6. In what ways was life in Japan and Germany altered as a result of their occupation during the postwar period?

D. Visual Aids:

Hitler Invades Poland	(27)	B.V.E.	
Man of the Century—Churchill (2 reels)	(54)	B.V.E.	
Surrender at Corregidor	(27)	B.V.E.	
United Nations in Korea	(30)	B.V.E.	
World War II	(28)	C.P.L.M.	B.V.E.
Berlin Airlift	(25)	B.V.E.	

E. Quotations:

1. "Because the people of this nation have come to a realization that time and distance no longer exist in the older sense, they understand that what harms one segment of humanity harms all the rest."—Franklin D. Roosevelt.
2. "We must be the great arsenal of democracy."—Franklin D. Roosevelt, 1940.
3. "I have nothing to offer but blood, toil, tears, and sweat."—Winston Churchill, 1940.
4. "Since wars begin in the minds of men it is in the minds of men that the defenses of peace must be constructed."—U.N.E.S.C.O. Charter.
5. "In all those things which deal with people, be liberal, be human. In all those things which deal with people's money, or their economy, or their form of government, be conservative."—Dwight Eisenhower, *Republican Platform,* 1956.

F. Cartoons:

Bailey, *The American Pageant,* pp. 799, 861, 863, 900, 926, 957
Bragdon and McCutchen, *History of a Free People,* pp. 602, 658, 659

UNIT XX

The Cultural Scene

(7 days)

A. Content:

1. The Arts
   Augspurger and McLemore, *Our Nation's Story,* pp. 801-808
   - a. Literature
   - b. Music
   - c. Architecture
   - d. Painting
   - e. Effect of television
2. Education
   Augspurger and McLemore, pp. 808-812
   Bragdon and McCutchen, *History of a Free People,* pp. 650-652
   - a. Growth of public education
   - b. The problem of higher education
3. Science
   Augspurger and McLemore, pp. 812-816
   Bragdon and McCutchen, p. 652
   - a. Progress in medicine
   - b. Sputniks and satellites
   - c. Space explorations

B. Suggested Additional Reading:

Auerbach, M. M., *The Conservative Illusion*
Brogan, D. W., *The American Character*
Bruckberger, R. L., *Image of America*
Burns, E. M., *The American Ideal of Mission*
Curti, Merle, *The American Paradox*
Degler, C. N., *Out of the Past*
Ekirch, A. A., *The Decline of American Liberalism*
Hartz, Louis, *The Liberal Tradition in America*

Peters, William, *The Southern Temper*

Potter, D. M., *People of Plenty*

Rossiter, Clinton, *Conservatism in America*

Wahlke, John C., (ed.), *Loyalty in a Democratic State,* pp. 13-18, 65-83, 95-102

Arnof, Dorothy S., (ed.), *A Sense of the Past,* pp. 476-482, 495-496

Bailey, Thomas, *The American Pageant,* pp. 966-972

Lynes, R., *The Tastemakers*

Packard, Vance, *The Status Seekers* and *The Waste Makers*

Soule, G. M., *The Shape of Tomorrow*

Whyte, W. H., Jr., *The Organization Man*

C. Suggested Areas for Exploration:

1. What are the forces contributing toward uniformity and conformity in American thought? Evaluate the influence of each of these forces.
2. Evaluate the influence of improved technology on employment opportunities in the United States.
3. How has the race in space exploration affected American life?
4. What will be the cumulative effect of advancements in medical science upon the nature of our population?
5. How has the rise of "suburbia" affected the problems of the large city?

D. Visual Aids

All the Way Home	(29)	B.V.E.
Design of American Public Education	(16)	B.V.E.
First Seize His Books	(20)	B.V.E.
Radio and Television	(11)	B.V.E.
The Twisted Cross (2 reels)	(54)	B.V.E.

E. Quotations:

1. "We stand today on the edge of a new frontier—the frontier of the 1960's—a frontier of unknown opportunities and perils—a frontier of unfulfilled hopes and threats."—John F. Kennedy, 1960.

2. "Separate educational facilities are inherently unequal."—Chief Justice Earl Warren, 1954.
3. "Democracy is the recurrent suspicion that more than half of the people are right more than half of the time."—E. B. White.
4. "We need not fear the expression of ideas—we do need to fear their suppression."—Harry S. Truman, 1950.

F. Cartoons:

Bailey, *The American Pageant,* pp. 953, 964
Hicks, *The American Nation,* p. 757

SUGGESTED SUMMER READING
for
STUDENTS ENROLLING IN AP AMERICAN HISTORY

Those students of the AT course who have elected the AP course in American History for the senior year will find it to their advantage to make constructive use of their time during the summer vacation period by engaging in reading designed to broaden their understanding of American History. A leisurely but purposeful perusal of some of the titles listed below should yield valuable dividends in undertaking the study of a college level course. Books marked with an asterisk (*) are preferred selections, but the reading of any book on the list should be helpful.

Students will find it desirable to keep a card index file of the books read. Note-taking will prove valuable in making it easier to recall significant ideas and understandings gleaned from the reading. Probably the most important outcome of the reading of these books will be an increased awareness that historians differ in their interpretations of the past, and that, from their varying interpretations, a fuller appreciation of the role of history and the historian will be derived.

Keep an index file of the books read.

Take sufficient notes to assist you in recalling the content of the material read.

Look in particular for differences in the interpretations of various historians.

SUGGESTED SUMMER READING

All titles in the list are currently available in inexpensive paperback editions. Prices quoted are list prices as of the summer of 1962. Schools may wish to make some arrangement to facilitate the purchase of these books by pupils or to make them available for summer loan.

*Allen, Frederick L., *Only Yesterday,* Bantam, 1959. (50¢)

*Allen, Frederick L., *Since Yesterday,* Bantam, 1959. (50¢)

Anvil Books, published by Van Nostrand, various dates:

- Billington, Ray Allen, *Westward Movement in the United States,* 1959. (#37) ($1.25)
- Brockway, Thomas P., (ed.), *Basic Documents in American Foreign Policy,* 1957. (#27) ($1.25)
- Cochran, Thomas C., *Basic History of American Business,* 1959. (#39) ($1.25)
- *Commager, Henry S., *The Era of Reform, 1830 to 1860,* 1960 (#48) ($1.25)
- Hacker, Louis M., *American Capitalism: Its Promise and Accomplishments,* 1957. (#20) ($1.25)
- Logan, Rayford W., *The Negro in the United States,* 1957. (#19) ($1.25)
- Morris, Richard B., *The American Revolution,* 1955. (#2) ($1.25)
- Morris, Richard B., (ed.), *Basic Documents in American History,* 1956. (#14) ($1.25)
- Shannon, Fred, *American Farmers' Movements,* 1957. (#28)
- Stephenson, Wendell, *Basic History of the Old South,* 1959. (#43)
- *Swisher, Carl B., (ed.), *Historic Decisions of the Supreme Court,* 1958. (#29)

Bemis, Samuel F., *Diplomacy of the American Revolution,* Indiana University Press, 1957. ($1.75)

*Bowen, Catherine D., *John Adams and the American Revolution,* Grosset and Dunlap, 1957. ($1.95)

Brandt, Carl G., and Edward M. Shafter, Jr., (eds.), *Selected American Speeches on Basic Issues, 1850-1950,* Houghton Mifflin, 1960. ($2.25)

*Crevecoeur, St. John de, *Letters from an American Farmer,* Doubleday, 1960. (95¢)

Divine, Robert A., (ed.), *American Foreign Policy: A Documentary History*, Meridian, 1957. ($1.45)

*Handlin, Oscar, *The Uprooted*, Grosset and Dunlap, 1957. ($1.25)

*Handlin, Oscar, (ed.), *Immigration As a Factor in American History*, Prentice-Hall, (Spectrum), 1959. ($1.95)

Hofstadter, Richard B., *Social Darwinism in American Thought*, Beacon, 1955. ($1.45)

*Jefferson, Thomas, (Introduction by Dumas Malone), *Autobiography of Thomas Jefferson*, Putnam, 1959. (95¢)

Krout, John A., *History of the United States to 1865*, (Vol. I) Barnes and Noble, 1955. ($1.25)

Krout, John A., *History of the United States Since 1865*, (Vol. II) Barnes and Noble, 1960. ($1.50)

Mentor Books, New American Library of World Literature, various dates

Kennan, George F., *American Diplomacy, 1900-1950*, 1952. (60¢)

Morison, Samuel E., *Christopher Columbus, Mariner*, 1956. (50¢)

*Parkman, Francis, *The Oregon Trail*, 1950. (50¢)

Schlesinger, A. M., Jr., *The Age of Jackson*, 1949. (50¢)

Morgan, Edmund S., *Birth of the Republic*, University of Chicago Press, 1956. (Chicago History of American Civilization Series) ($1.75)

Morison, Samuel E., *Intellectual Life of Colonial New England*, Cornell University Press, 1956. ($1.95)

*Stampp, Kenneth M., (ed.), *Causes of the Civil War*, Prentice-Hall, (Spectrum), 1959. ($1.75)

Syrett, Harold C., (ed.), *American Historical Documents*, Barnes and Noble, 1960. ($2.25)

Vinmont, Rolf B., *Our Presidents At a Glance: Washington Through Eisenhower*, Pacific Coast, 1954. ($1.00)

Vintage Books, Random House, Inc., various dates

*Goldman, Eric F., *Rendezvous with Destiny*, 1956. ($1.45)

*Hofstadter, Richard B., *Great Issues in American History*, (Vol. I, 1765-1865; Vol. 2, 1864-1957), 1959. ($1.45 each)

*Meyers, Marvin, *Jacksonian Persuasion, Politics, and Belief*, 1957. ($1.25)

Parkes, Henry Bamford, *American Experience*, 1959. ($1.45)

Tocqueville, Alexis de, *Democracy in America*, (2 vols.), 1954. ($1.45 each)

CHECK LIST OF TERMS
in
AMERICAN HISTORY

These minimum requirements in vocabulary terms should be mastered by all pupils who complete the second semester of senior high American History.

abolish
act
adjourn
administration
agriculture
alien
allies
alliance
ambassador
amendments
annex
anti-slavery
appeal
appease
appoint
appropriation
arbitration
aristocrat
article
assessment
attack
authorities
authorize
automation
ballot
bank
bankrupt
battle
bill
board
bond
boundary
budget
bureau
business
cabinet
campaign
candidate
capital
caucus
census
centralization
century
charter
city
civil
civil service
coast
concede
confederacy
conference
congress
commerce
committee
commission
commodity
communism
community
company
competition
compromise
conservation
consul
consumer
conspiracy
constitution
continent
court
convict
convention
currency
council
crime
crusade
current
customs
debt
decade
decision
declaration
defense
delegate
democracy
Democrat
depreciation
despotism
diplomacy
discover
district
doctrine
domestic
draft
duty
education
empire
enact
enemy
election
enforce
era
executive
execution
expenditures
exploration
export
exploit
factory
finance
fleet
forces
foreign
frontier
general
goods
government
governor
homestead
House of Representatives
illegal
impeach
import
inaugurate

indict
industry
inhabitants
insurrection
integration
international
invasion
invention
investment
irrigation
issue
judiciary
judicial review
judge
jury
justice
king
league
legal
legislation
legislature
liberty
lobbying
local
manufacture
marine
measure
migration
militia
minister
minority
mob
mobilization
monopoly
movement
native
nationality
natural resources
naval
navigation
navy
negotiate
nominate
nuclear
nullify
official
occupation
pact
panic
patriotism
papacy
patronage
peace
peasant
perjury
persecution
petition
pioneer
plank
plantation
platform
police
pope
population
powers
prairie
precedent
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ADVANCED PLACEMENT

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ADVANCED PLACEMENT AMERICAN HISTORY

An advanced placement course in American history should make demands on students equivalent to those of an introductory college course. It should give students a thorough grounding in facts but should go on from these facts to an examination of their contexts, their causes and results, and their significance.

Students should learn how to read historical material analytically and critically and should be able to express themselves in good English. They should be trained to weigh historical evidence and interpretations and to arrive at conclusions on the basis of facts rather than prejudice.

Certain important topics in American history, not restricted to a single historical period are listed below . . . A student should have somewhat more than a textbook knowledge of many of these topics and, in addition, should deal intensively with some of them. The examination will take variations into account by offering a sufficient choice of questions. The topics, with explanatory subtopics by way of illustration, are:

1. *America and Europe: immigration and immigration policy, transplantation of institutions and ideas, economic ties, diplomacy.*
2. *The Westward movement: significance of the various frontiers, territorial expansion, land policy, population shifts*
3. *Making of American nationalism: constitutionalism, economic developments, wars and diplomacy, the Supreme Court, national heroes, literature*
4. *Divisive ideas and interests in American history: sections, classes, states' rights, minorities*
5. *Development of political ideas: the European heritage, colonial contributions, the Constitution, the "conservative" versus the "liberal" tradition*
6. *The political party system: origins, contests, evolution, minor parties*
7. *Business enterprises in America: types and methods of organization in commerce, industry, and finance; achievements; business cycles; science and technology*

8. *American labor systems and organizations: indentured servitude, slavery, wage labor, contract labor, unions, legislation*
9. *American agriculture: shift from subsistence to commercial agriculture, agrarianism, mechanization, subsidy, legislation*
10. *Government and the American economy: Regulation, protection, promotion*
11. *America's reform movements: roots, varieties, methods, achievements*
12. *America as a world power: nineteenth-century background, imperialism, the quest for security*
13. *Wars and their impact on the United States: causes, conduct, consequences*
14. *Leadership in America: military, political, economic, intellectual, religious, educational*

College Entrance Examination Board
Advanced Placement Program: Course Descriptions

PURPOSES AND OBJECTIVES

PURPOSES

1. Allows participation of pupils who are capable of doing the level of college work.
2. Allows pupils to work up to their capacity in schools that are interested in this program.
3. Benefits colleges who acknowledge this achievement.
4. Prepares pupils interested in college to have advanced experience in doing college-level work in history by more independent study, note-taking, and college-level testing.

OBJECTIVES

1. To acquire information and understanding of the major events, issues, people, and institutions in the history of the United States.
2. To be able to understand the past better, so that the present can be made more intelligible.
3. To develop an enthusiasm for the possibilities which the future offers to those who are free.
4. To develop a sustained interest in all aspects of United States history.
5. To develop the ability to write effectively, clearly, and precisely about topics in history.
6. To develop the ability to discuss policies, persons, issues, and conditions in United States history.
7. To develop a deeper appreciation of the hardships and contributions of the many persons who have contributed to the building of America.
8. To understand and search for cause and effect relationships and underlying trends and movements.
9. To appreciate the role of the United States in world affairs.
10. To learn to read historical materials analytically and critically.
11. To learn to express ideas convincingly in accordance with accepted English usage.
12. To learn to weigh historical evidence and to arrive at conclusions only on the basis of facts.

ORGANIZATION

The course, in general, deals with the content of American history from the middle of the eighteenth century to the middle of the twentieth century. Developments from the Colonial Period through the Civil War and Reconstruction Period are studied in the first semester. The second semester deals with post-Civil War developments including the period roughly from 1876 to the middle 1950's, with emphasis on the role of the United States in foreign affairs.

A college textbook provides the basis of this advanced course. Pupils, however, will be required to make extensive use of other materials listed in the Teachers' Guide. The list includes a number of historical documents and the writings of a number of American historians providing differing interpretations of various aspects of American history.

Every effort should be made to encourage pupils to develop and pursue their own interests within the framework of the United States history.

Current American problems are generally dealt with as they can interlock into historical events and can contribute to an improved understanding of the problems of the past.

Extensive use of the essay type examination is made throughout the course. Building upon the experience gained during the previous year, the complexity of the questions and the length of answers required are gradually increased, so that the student at the end of the AP course is accustomed to the writing of essay answers requiring a full forty-minute period.

However, the objective type test is in no sense discarded or disregarded. This type of test can be used advantageously to measure the student's acquisition of factual material and of some basic skills. Moreover, it can easily and readily be scored. On the other hand, it does not conveniently lend itself to the measurement of some of the higher order of learnings sought in college-level work—a condition which may be remedied by further research.

The Advanced Placement Examination, taken at the end of the course by those desiring to earn college credit, includes questions of both types. Examples of objective tests used in some of these examinations in the past may be found in *Social Education,* May, 1962, Vol. XXVI, No. 5, pp. 251 ff. Copies of the essay questions of previous examinations may be purchased directly from the College Board Advanced Placement Examinations, Box 592, Princeton, New Jersey.

Each pupil is expected to read extensively in a great variety of college works.

Instruction in social studies must utilize the best techniques and information that social science research has made available. This is one way to bring advanced students closer to the world of scholarship.

RESEARCH PAPERS

Experience has shown that two or three short papers of limited scope serve better the development of research techniques than does a single long (or term) paper.

OUTCOMES

1. **Knowledge**—measured by depth and precision of understanding.
2. **Skills and work habits**—such as the ability to generalize; to think abstractly; to think critically; to draw inferences from factual data; to collect, organize, and interpret the data of history.
3. **Values and attitudes**—open-mindedness, tolerance of different points of views, respect for facts with firm respect for intellectual integrity.
4. **Facility in the use of English**—invaluable in the writing of essay tests and research assignments.

MESSAGE TO THE STUDENT

You are enrolled in a college level course in American History. You are embarking with your teacher on an exciting intellectual adventure in history. Each student will share in this excitement in direct proportion to the amount of effort he expends. Your reading assignments will include a number of books widely used in American colleges or universities. The study and teaching techniques have been selected to assist in preparing you to do excellent work in college; the examinations, maps and research papers, and tests are similar to those given in the best colleges and universities. The course has been planned very carefully to introduce you to new materials and new techniques gradually. The course will not be easy, but neither will it be dull. It should be most educational and satisfying to you.

In May of next year students enrolled in this course will be expected, if they have fulfilled the requirements, to take the Advanced Placement examination—a three hour objective and essay test drawn up and graded by a committee of school, college, and university instructors. If you pass this examination with a creditable mark—and we expect you to do so—the examination board will recommend to the college of your choice that you be given credit for the college survey course in American History and placement in advanced history classes. Some colleges give both placement and credit; some give only placement; others do not acknowledge the Advanced Placement program at all. If you fail to pass this examination, you will still have had what is far more important, an interesting and challenging opportunity to develop your abilities far beyond the level you might have attained in a less demanding class.

SUGGESTED COURSE RULES

1. Since this is a college level course, students are expected to spend at least one hour outside of class preparing for each class period. Those finding themselves spending significantly more than that much time should discuss the situation with the teacher.
2. Students who are unable to read an assignment before the class meets should notify the teacher as they enter the room. This situation is not expected to arise often. Students will be treated

as adults. Adults have privileges to accompany their responsibilities.

3. Work must be submitted on time. Unless the student has an excuse, such as illness, the teacher will not accept late papers without a penalty.
4. Students are expected to contribute to class discussion.
5. Provision will be made to schedule conferences with the student to discuss his progress.
6. Each student is required to keep a loose leaf notebook (8½ x 11). This notebook will contain pertinent material the student has obtained outside of class as well as class material.
7. (A.P. Students) Except for report cards, all work will be graded on *college level.* Students may receive a D on an examination or paper. This mark *will mean* that the instructor considered the paper D work by university standards. This mark *will not* necessarily mean that the student will receive a D on his report card.
8. All outside work is to be done in ink or typewritten.
9. Several short research papers will be required as the course progresses. Each student will find it to his advantage to purchase 3 x 5 bibliography cards and 5 x 8 note cards.
   Each student will use a manual giving necessary details on the format of a research paper. The manual used will be:
      Lipson, Shirley and Anne W. Abrams, *The College of Education Style Manual,* College of Education, The Ohio State University, Columbus, Ohio, 1960.
10. Each unit will usually be followed by an examination consisting of an objective test and an essay test. College "Blue Books" will be provided for the essay examinations.

UNIT AND TIME PLAN

First Semester

Unit		Class Periods AP
I	Review of Summer Reading (AP)	3
II	Colonial America	6
III	The American Revolution	11*
IV	Establishing the New Government	12*
V	Federalists and Jeffersonians	5
VI	Jefferson to Jackson	8*
VII	The Jacksonian Era	15*
VIII	The Westward Movement	5
IX	Nationalism and Sectionalism	7*
X	Civil War and Reconstruction	15*
	Examinations	2
	Semester Total	89

Second Semester

XI	Grant through McKinley	6
XII	The Economic Revolution	19*
XIII	American Intellectualism	2
XIV	American Imperialism	6*
XV	Progressive Era	11*
XVI	World War I	14*
XVII	Normalcy	4
XVIII	The New Deal	6
XIX	America's Rise as a World Power	12*
XX	The Cultural Scene	2
	National AP Examination Review	3
	Final Examination	2
	Semester Total	87

* Areas of Special Emphasis

UNITS OF STUDY AND TEXTBOOK ASSIGNMENTS

Basal Text: Hofstadter, Richard, William Miller, and Daniel Aaron, *The United States: The History of a Republic*, one-volume edition, Prentice-Hall, 1957.

First Semester

Unit I	**Review of Summer Reading**
Unit II	**Colonial America** Chapter 3, "Colonial Society and Imperial Conflict," 46-68 Chapter 4, "The Mature Colonial Mind," 70-84
Unit III	**The American Revolution** Chapter 5, "The American Revolution," 86-110
Unit IV	**Establishing the New Government** Chapter 5, "The American Revolution," 111-116 Chapter 6, "A Sovereign Nation," 118-138
Unit V	**Federalists and Jeffersonians** Chapter 7, "Federalists and Jeffersonians," 140-155
Unit VI	**Jefferson to Jackson** Chapter 7, "Federalists and Jeffersonians," 156-165 Chapter 8, "The National Focus," 167-190 Chapter 9, "Toward a Sectional Economy," 191-209
Unit VII	**The Jacksonian Era** Chapter 10, "The Jacksonian Era," 211-234 Chapter 11, "America in Ferment," 236-262
Unit VIII	**The Westward Movement** Chapter 12, "Manifest Destiny," 264-288
Unit IX	**Nationalism and Sectionalism** Chapter 13, "The Southern Nation," 290-308 Chapter 14, "The Expanding North," 310-335 Chapter 15, "A Violent Decade," 336-358

Unit X **Civil War and Reconstruction**
Chapter 16, "Civil War," 359-384
Chapter 17, "Reconstruction and the South," 386-409

Second Semester

Unit XI **Grant through McKinley**
Chapter 18, "National Progress and Politics," 421-430
Chapter 21, "From Hayes to McKinley," 481-507

Unit XII **The Economic Revolution**
Chapter 18, "National Progress and Politics," 411-432
Chapter 19, "Taming the West," 434-454
Chapter 20, "An Industrial Nation," 456-479
Chapter 21, "From Hayes to McKinley," 495-502
Chapter 22, "The City," 509-526

Unit XIII **American Intellectualism**
Chapter 23, "Minds in Transition," 528-548

Unit XIV **American Imperialism**
Chapter 24, "Beyond Continental Frontiers," 550-572

Unit XV **Progressive Era**
Chapter 25, "The Progressive Era," 574-601

Unit XVI **World War I**
Chapter 26, "The First World War," 602-627

Unit XVII **Normalcy**
Chapter 27, "From Normalcy to Depression," 628-648

Unit XVIII **The New Deal**
Chapter 28, "The New Deal," 650-675

Unit XIX **America's Rise as a World Power**
Chapter 29, "From Isolation to Global War," 676-706
Chapter 31, "The Age of Responsibility," 730-757

Unit XX **The Cultural Scene**
Chapter 30, "The Cultural Scene," 708-728

QUOTATIONS, CARTOONS, AND VISUAL AIDS CODE

HISTORICAL QUOTATIONS

At times some American History examinations have a section requiring interpretations of pertinent quotations. Therefore, a few are included for study and discussion.

To stimulate action, discuss:

1. What occasion prompted utterance of the statement?
2. Do you support the premise made by the individual?
3. Taking into consideration its effect on the people and nation at the time, how do you interpret it?
4. In your opinion, is the statement valid for your generation?

CARTOONS

It is suggested that students be introduced to various cartoons depicting the problems of the time. Since the student has learned to read historical materials critically and analytically, he should be able to interpret and to explain the significance of these cartoons.

A few suggested cartoons are listed in some of the units.

Cartoons in the *Text* are not listed. Other cartoons are listed in the following suggested books:

Augspurger, Everett and Richard McLemore, *Our Nation's Story,* 1959

Bailey, Thomas A., *The American Pageant,* 1956

Bailey, Thomas A., *A Diplomatic History of the American People,* 1950

Bragdon, Henry W., and Samuel P. McCutchen, *History of a Free People,* 1956

Gabriel, R. H., *The Lure of the Frontier* (Pageant of America Series)

Hicks, John D., *The Federal Union,* Volume 1

Hicks, John D., *The American Nation,* Volume 2

McClenaghan, William A., (Rev.) *Magruder's American Government,* 1960

Nevins, A. and F. Weitenkampf, (ed.), *A Century of Political Cartoons, 1800-1900*

Low, David, (ed.), *Years of Wrath, a Cartoon History, 1931-1945*

VISUAL AIDS—CODE

Sources:

C.P.L.M. —Cleveland Public Library Movies

B.V.E. —Bureau of Visual Education, Cleveland Public Schools

B.V.E.F.S.* —Bureau of Visual Education Film Strips

C —Color (no letter—black and white)

(number after film title)—number of minutes

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* Number preceding title of film strip is the code number by which it is identified at the Bureau of Visual Education.

UNITS OF STUDY

UNIT I

Utilization of Summer Reading
(3 days)

General Information Sought

First day.

1. What books were read during the summer?
2. Which of these were most enjoyable? enlightening? thought provoking?
3. Would some of these books be helpful references for your work during the coming year?

Second day.

1. "In what ways has your summer reading led you to revise your opinions concerning some aspects of American History?"
2. Write on this topic for thirty-five minutes giving specific sources and showing changes in your opinion with regard to two or at most three aspects of our history.

Third day.

1. Discussion of papers—such as chronological listing of areas in which changes in opinions were most commonly observed, attitudes toward the characters and roles of individuals in our nation's past, insights into causes of historical events.

SUGGESTED SUMMER READING

Students enrolling in the Advanced Placement course were urged to read during the summer from several of the titles included in the following list:

*Allen, Frederick L., *Only Yesterday*, Bantam, 1959.

*Allen, Frederick L., *Since Yesterday*, Bantam, 1959.

Anvil Books, published by Van Nostrand, various dates:

- Billington, Ray Allen, *Westward Movement in the United States*, 1959 (#37)
- Brockway, Thomas P., (ed.), *Basic Documents in American Foreign Policy*, 1957 (#27)
- Cochran, Thomas C., *Basic History of American Business*, 1959 (#39)
- *Commager, Henry S., *The Era of Reform, 1830 to 1860*, 1960 (#48)
- Hacker, Louis M., *American Capitalism: Its Promise and Accomplishments*, 1957 (#20)
- Logan, Rayford W., *The Negro in the United States*, 1957 (#19)
- Morris, Richard B., *The American Revolution*, 1955 (#2)
- Morris, Richard B., (ed.), *Basic Documents in American History*, 1956 (#14)
- Shannon, Fred, *American Farmers' Movements*, 1957 (#28)
- Stephenson, Wendell, *Basic History of the Old South*, 1959 (#43)
- *Swisher, Carl B., (ed.), *Historic Decisions of the Supreme Court*, 1958 (#29)

Bemis, Samuel F., *Diplomacy of the American Revolution*, Indiana University Press, 1957

*Bowen, Catherine D., *John Adams and the American Revolution*, Grosset and Dunlap, 1957

Brandt, Carl G., and Edward M. Shafter, Jr., (eds.), *Selected American Speeches on Basic Issues, 1850-1950*, Houghton Mifflin, 1960

*Crevecoeur, St. John de, *Letters from an American Farmer*, Doubleday, 1960

Divine, Robert A., (ed.), *American Foreign Policy: A Documentary History,* Meridian, 1957

*Goldman, Eric F., *Rendezvous With Destiny,* Vintage, 1956

*Handlin, Oscar, *The Uprooted,* Grosset and Dunlap, 1957

*Handlin, Oscar, (ed.), *Immigration as a Factor in American History,* Prentice-Hall, (Spectrum), 1959

Hofstadter, Richard B., *Social Darwinism in American Thought,* Beacon, 1955

*Jefferson, Thomas, (introduction by Dumas Malone), *Autobiography of Thomas Jefferson,* Putnam, 1959

Krout, John A., *History of the United States to 1865,* (Vol. I), Barnes and Noble, 1955

Krout, John A., *History of the United States since 1865,* (Vol. II), Barnes and Noble, 1960

Mentor Books, New American Library of World Literature, various dates:

- Kennan, George F., *American Diplomacy, 1900-1950,* 1952
- Morison, Samuel E., *Christopher Columbus, Mariner,* 1956
- *Parkman, Francis, *The Oregon Trail,* 1950
- Schlesinger, A. M., Jr., *The Age of Jackson,* 1949

Morgan, Edmund S., *Birth of the Republic,* University of Chicago Press, 1956 (Chicago History of American Civilization Series)

Morison, Samuel E., *Intellectual Life of Colonial New England,* Cornell University Press, 1956

*Stampp, Kenneth M., (ed.), *Causes of the Civil War,* Prentice-Hall, (Spectrum), 1959

Syrett, Harold C., (ed.), *American Historical Documents,* Barnes and Noble, 1960

Vinmont, Rolf B., *Our Presidents at a Glance: Washington through Eisenhower,* Pacific Coast, 1954

Vintage Books, Random House Inc., various dates:

- *Goldman, Eric F., *Rendezvous with Destiny,* 1956
- *Hofstadter, Richard B., *Great Issues in American History,* (Vol. 1, 1765-1865: Vol. 2, 1864-1957), 1959
- *Meyers, Marvin, *Jacksonian Persuasion, Politics, and Belief,* 1957
- Parkes, Henry Bamford, *American Experience,* 1959
- Tocqueville, Alexis de, *Democracy in America,* (2 vols.), 1954

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* These titles were especially recommended to the students.

UNIT II

Colonial Period

(6 days)

Basal Text: Hofstadter, Richard, William Miller, and Daniel Aaron, *The United States: The History of a Republic*, 1-Volume edition

Referred to simply as "Text" in later units.

A. Content:

1. Colonial Society
   Text, 46-60
2. Internal Controversy
   Lecture: "Internal Controversy within the Colonies," based on Nettles, C. P., *The Roots of American Civilization*
3. Colonial Politics
   Text, 60-63
4. Imperial Conflict
   Text, 63-68
   Read: Munro, W. B., *Crusaders of New France* (Chronicles of America) and Wrong, G. M., *The Conquest of New France* (Chronicles of America)
5. The Colonial Mind
   Text, 70-84
6. Essay Examination

B. Suggested Areas for Exploration:

1. How did a liberal and at times lackadaisical British colonial policy do more to foster a desire for independence than did the more rigorous colonial policies of France and Spain.
2. The English colonies were founded by private enterprise and prospered from a lack of governmental control. Is this statement correct? Defend your answer.
3. To what extent were the colonists prepared for self-determination? Is there any stage in their political life at which a people should be denied self-determination?

C. Visual Aids:

Captain John Smith, Founder of Virginia	(22)	B.V.E.
George Washington	(17)	B.V.E.
Pilgrims	(20)	B.V.E.
Eighteenth Century Life in Williamsburg	(45)	C.P.L.M.
Wolfe and Montcalm (silent)	(45)	C.P.L.M.
17F 1 Colonists Are Freedom Loving		B.V.E.F.E.
1 P 6 Life in Colonial America		B.V.E.F.E.
19 A G Roger Williams		B.V.E.F.E.

D. Quotations:

1. "A torch lighted in the forests of America set all Europe in conflagration."—Voltaire
2. "Driven from every other corner of the earth, freedom of thought and the right of private judgment in matters of conscience direct their course to this happy country as their last asylum."—Samuel Adams, 1776

E. Cartoons:

Hicks, *The Federal Union,* 114, 121, 131

UNIT II

Colonial Period

Map Test

Text, Chapter I & II, (1-18, 19-44)

Locate on the map, each of the following:

Cities

Montreal
Port Royal
Quebec
Jamestown
Preston
Fort Duquesne
Lewes

Rivers

Susquehanna
Penobscot
Connecticut
Severn
James
Savannah
Santee

Islands

St. Kitts
Barbados
Bahamas
Roanoke

Lakes

Champlain

Areas

New Sweden
New Netherlands
Mosquito Coast
Massachusetts Bay Colony
Plymouth Colony
Pemaquid

Spanish Explorers

Balboa
Cortes
Ponce de Leon
Coronado
De Soto
Pizarro

UNIT III

The American Revolution

(11 days)

A. **Content:**

1. Road to Revolution
   Text, 86-99
2. Revolution
   Text, 99-110
3. Supplementary reading:
   a. Wahlke, John C., ed., *The Causes of the American Revolution,* (Amherst Series)
      (1) John C. Miller, "The Economic Background of the American Revolution," 29-40
      (2) Claude H. Van Tyne, "American Versus English Ideas of the British Constitution," 75-82
      (3) Lawrence Henry Gipson, "The American Revolution as an Aftermath of the Great War for the Empire," 82-94
      (4) James Truslow Adams, "The Role of Merchants and Radicals in the Revolutionary Movement," 94-104
      (5) Peter H. Odegard, "Revolutionary Ideas, Ideals, and Propaganda," 104-106
      (Write several paragraphs summarizing the position of *each* of the above historians.)

   b. Ogg, F. A., *Builders of the Republic* (No. 8 Pageant of America Series)

      Class discussion: How do various historians analyze the American Revolution?

      It is further recommended that the student read Gipson, Lawrence H., *The Coming of the Revolution, 1763-1775,* (New American Nation Series) pp. 55-84; 162-195.

      Chapter 5, "Molasses, Rum, and American Prosperity"

      Chapter 6, "Imperial Security and Internal Taxation"

Chapter 11, "A Trial at External Taxation"
Chapter 12, "Again America Resists"
One-page summary.
Text, 111-114

4. **Research paper: The Causes of the American Revolution**

   Students are to consult the *College of Education Style Manual* (Ohio State University) giving necessary details on the format of a research paper. Be sure to use 3 x 5 bibliography cards and 5 x 8 note cards. Remember it is advisable that the student give the interpretation of several historians. Further, keep in mind the importance of a well organized research paper. It would be well to consider the factors that make for a good essay answer.

   The research paper should be no longer than 1,000 words. Four weeks will be given to the student to complete the paper.

5. Essay examination

B. Suggested Areas for Exploration:

1. In 1763, at the close of the French and Indian War, what were the various forces that united the thirteen colonies? What forces divided them? Evaluate the influence of these forces.
2. The Tories believed that "order and decency" are above the rights of man. Is this true? Defend your answer.
3. In what ways was the American Revolution both a political and a social upheaval? In which type of reform, political or social, do you think Revolutionary leaders were most interested? Explain.

C. Visual Aids:

Declaration of Independence			B.V.E.
Give Me Liberty	C	(17)	B.V.E.
Sons of Liberty	C	(20)	B.V.E.
Surrender of Cornwallis		(27)	B.V.E.
Benjamin Franklin		(20)	C.P.L.M.
Give Me Liberty	C	(17)	C.P.L.M.
Our Declaration of Independence		(20)	C.P.L.M.
17 F 14 Independence Declared			B.V.E.F.S.
1 P 8 Thirteen Colonies Win Independence			B.V.E.F.S.

D. Quotations:

1. "Shall we whine and cry for relief, when we have already tried it in vain."—George Washington, 1774
2. "We must rebel some time or other, and we had better rebel now than at any time to come; if we put off for ten or twenty years, and let them go on as they have begun, they will get a strong party among us, and plague us a great deal more than they can now."
   —Joseph Hawley to Samuel Adams, 1776
3. "We do not want to be independent, we want no revolution."
   —Joseph Hewes, 1775

E. Cartoons:

Bailey, *The American Pageant,* 93, 95

UNIT IV

Establishing the New Government
(12 days)

A. **Content:**

1. The Confederation

   Text, 111-116, 118-124

   a. Discuss in class the advantages and disadvantages of the governmental organization under the Articles of Confederation.

      Read the document, Articles of Confederation, in *Basic Documents in American History.* (Anvil Series)

   b. Foreign affairs:

      Bailey, Thomas A., *A Diplomatic History of the American People.* Read pp. 37-52

      Note the major problems of the United States in foreign affairs during the Confederation period.

2. The Constitution

   Text, 125-134

   a. Lecture: "The Constitutional Convention" based on Charles Warren, *The Making of the Constitution.*

      Class discussion of major problems confronting the delegates at the convention and of the need for compromise in resolving basic conflicts.

      Bring *Basic Documents* to class — Constitution

   b. Supplementary reading: historical interpretation

      Latham, Earl, (ed.), *The Declaration of Independence and the Constitution.* (Amherst Series)

         Charles A. Beard, "An Economic Interpretation of the Constitution," 71-87

         Edward S. Corwin, "An Answer to the Economic Interpretation of the Constitution," 88-91

         Charles Warren, "Fears of Disunion," 92-104

      Write several paragraphs of summary on *each* of the above historians and their views of the Constitutional Convention.

3. Ratifying of the Constitution
   Text, 134-138
   Lecture: "Federalist Papers"
4. Film, One Nation (Movie on Constitutional Convention and Virginia-Ratifying Convention.).
   Class discussion: What provisions of the Constitution were most discussed at the Virginia Ratifying Convention?
5. Essay Examination

B. Suggested Areas for Exploration:

1. "It is new in the history of society to see a great people turn a calm and scrutinizing eye upon itself when . . . . The wheels of government are stopped." (Alexis de Tocqueville) What was he describing?
2. To what extent do you find English ideas of civil rights—the protection of the individual against the state—in the American Constitution? Note the Bill of Rights particularly.
3. Some say, "The Constitution is a static, rigid, frozen law of the land"; others say "It is a flexible, living, and a changing fundamental law of our land." Which of these do you consider the best description of our Constitution? Defend your answer.

C. Visual Aids:

Constitution Series 2 reels	(60)	B.V.E.
Bill of Rights	(17)	
Our Bill of Rights	(20)	C.P.L.M.
17 F 7 Writing the Constitution		B.V.E.F.S.

D. Quotations:

1. "Something must be done, or the fabric must fall; it certainly is tottering."—George Washington, 1786
2. "It may be said that the new Constitution is founded on different principles, and will have a different operation. I admit the difference to be material. It presents the aspect rather of a feudal system of republics, if such a phrase may be used, than of a Confederacy of independent States. On what has been the progress and event of the feudal Constitution? In all of them a continual struggle between the head and the inferior numbers, until a final victory

has been gained in some instance by one, in others, by the other of them . . . . This form of government, in order to effect its purpose must operate not within a small but an extensive sphere."

"Extend the sphere, and you take in a greater variety of parties and interests; you make it less probable that a majority of the whole will have a common motive to invade the rights of other citizens; or if such a common motive exists; it will be more difficult for all who feel it to discover their own strength, and to act in unison with each other."—James Madison, 1787

E. Cartoons:

Hicks, *The Federal Union,* Vol. 1, 151
Bailey, *The American Pageant,* 123, 147, 170

UNIT V

Federalists and Jeffersonians
(5 days)

A. **Content:**

1. Government under the Constitution
   Text, 140-146
   Bank controversy
   Read documents 93 and 94 as found in:
   Commager, Henry Steele, *Documents of American History.*
   "Hamilton's Opinion on the Constitutionality of the Bank," February 23, 1791
   "Jefferson's Opinion on the Constitutionality of the Bank," February 15, 1791
   Class discussion: How did Jefferson and Hamilton differ in viewing the Bank issue?
2. Varying political views — Hamilton vs. Jefferson
   Text, 147-148
   Read: Miller, John C., *The Federalist Era, 1789-1801,* (New American Nation Series).
   Federalist Paper No. 10 (mimeographed)
3. Foreign affairs
   Text, 149-152
   Bailey, *Diplomatic History,* 53-54, 60-66, 71-82
4. John Adams
   Text, 152-155
   Bailey, *Diplomatic History,* 82-89
5. Essay Examination

B. **Suggested Areas for Exploration:**

1. Had the states under the Confederation furnished any lessons in self-government? Defend your position.
2. How did events in France in the 1790's become a source of division among the American people?
3. It is said the Federalists signed the death warrant of their party in passing the Alien and Sedition Acts. Is this true? Justify your answer.

4. How did the theory of the nature of the Union advanced by Jefferson in the Kentucky Resolutions differ from that generally accepted today? Why did Jefferson take this position?

5. If as President Washington you were obliged to remove either Hamilton or Jefferson from your cabinet, which one would you have removed? Why?

C. Visual Aids:

None cited

D. Quotations:

1. "The nation which indulges toward another an habitual hatred or an habitual fondness is in some degree a slave." —Washington's *Farewell Address,* 1796

2. "If we remain one people, under an efficient government, the period is not far off when we may defy material injury from external annoyance; when we may take such an attitude as will cause the neutrality we may at one time resolve upon to be scrupulously respected: when belligerent nations, under the impossibility of making acquisitions upon us, will not lightly hazard the giving us provocations; when we may choose peace or war, as our interest, guided by justice, shall counsel"—George Washington, 1796

E. Cartoons:

Magruder's *American Government* (1960), pp. 436, 447

UNIT VI

From Jefferson to Jackson

(8 days)

A. Content:

1. Jefferson's Administration
   Text, 156-165
   Jefferson's "First Inaugural Address"
   Does Jefferson advocate a radical departure from the previous administrations?
   Compare the two administrations of Jefferson.
   Why was Jefferson's *Inaugural Address* famous?
   List some basic ideas expressed. Are these basic ideas applicable today?

2. Jefferson's Influence
   Read: Fine, Sidney, and Gerald S. Brown, *The American Past: Conflicting Interpretations of the Great Issues,* Vol. I IX, "Thomas Jefferson: Commercial Agrarian Democrat or Agrarian Democrat," 255-291.
   Class discussion: "Evaluating Jefferson as President and his influence in American politics."

3. Foreign Affairs:
   Bailey, *Diplomatic History,* 116-129
   Discussion: Was the foreign policy advocated by Jefferson a wise one?

4. Causes of the War of 1812 — War and Peace
   Text 167-179
   Bailey, *Diplomatic History,* 131-157, 160-161

5. Acquisition of Florida
   Text, 179-183

6. "Era of Good Feelings"
   Text, 183-190

7. Toward a Sectional Economy
   Text, 191-209
   Class Discussion: Sectionalism: Its Causes and Effects.

8. Essay Examination

B. Suggested Areas for Exploration:

1. What is the significance of each of the following Supreme Court cases:

   Marbury v. Madison, 1803
   Dartmouth College v. Woodward, 1819
   McCulloch v. Maryland, 1819
   Gibbons v. Ogden, 1824

   Read: Swisher, Carl B. (ed.), *Historic Decisions of the Supreme Court.*

2. The purchase of Louisiana was the most important event in our history during the first half of the nineteenth century. Do you agree? Explain.

3. A historian said, "Our declaration of war in 1812 was an act of folly." Discuss this statement.

4. Americans in the 1820's were proud of the prestige gained by their nation as a result of the acceptance by other nations of the Monroe Doctrine. Was this pride justifiable? Defend your position.

C. Visual Aids:

John Q. Adams	(17)	B.V.E.	
John Marshall	(17)	B.V.E.	
Louisiana Purchase	(16)	B.V.E.	
Monroe Doctrine	(21)	B.V.E.	C
Supreme Court	(18)	B.V.E.	
John Marshall	(18)	C.P.L.M.	
Thomas Jefferson		C.P.L.M.	
14 G 2 Story of Thomas Jefferson		B.V.E.F.S.	

D. Quotations:

1. "(Our success) furnishes a new proof of the falsehood of Montesquieu's doctrine, that a republic can be preserved only in a small territory. The reverse is the truth."
   —Thomas Jefferson, 1801

2. "From this day (Louisiana Purchase) the United States take their place among the powers of first rank . . . ."
   —Robert R. Livingston, 1803

3. **"May the Twelfth Congress no longer tamely submit to British outrages, but wrest from her every foot of possession she hold in North America."**

   —Pittsburgh *Mercury*, January 11, 1812

E. Cartoons:

Hicks, *The Federal Union*, Vol. 1, 274
Bailey, *A Diplomatic History of the American People*, 143
Bailey, *The American Pageant*, 186

UNIT VII

Jacksonian Era
(15 days)

A. Content:

1. The Era of the Common Man
   Text, 211-218
   Fish, C. R., *The Rise of the Common Man (1830-1850),* (History of American Life Series)
   Class discussion: Why was the election of 1828 called a "revolution"? To what extent was its results an indication of the changing character of American democracy?
2. Internal Improvements
   Text, 218-222
   Discussion: Compare Jackson and Jefferson in political, social, economic, and cultural outlooks.
3. Nullification
   Text, 222-225
   How far had differences of opinion concerning the nature of the Union developed in the period from 1798 to 1833? To what extent was nullification a sectional doctrine?
4. Second National Bank
   Text, 225-230
   Review: Schlesinger, Arthur M., Jr., *The Age of Jackson*
   Read: Taylor, George Rogers, *Jackson versus Biddle,* (Amherst Series)
   a. Bray, Hammond, "Jackson, Biddle, and the Bank of the United States," 54-71
   b. Arthur M. Schlesinger, Jr., "The Bank War, 72-112." (These are chapters 7-10 from Schlesinger's *The Age of Jackson*)
   c. Bray, Hammond, "Public Policy and National Banks," 113-117.
   Write several paragraphs on *each* of the above historians' observations.
   Discussion: The political and economic ramifications of the Bank issue.

5. John C. Calhoun
   Text, 222-225
   Lecture: "Calhoun and the Tariff of 1828"
6. Van Buren and Tyler
   Text, 230-234
7. Society
   Text, 236-241
8. Writers and Society
   Text, 241-248
9. Arts and Education
   Text, 249-258
10. The Reformers
    Text, 258-262
11. Essay Examination

B. Suggested Areas for Exploration:

1. What impact did the Charles River Bridge v. Warren Bridge, 1837, decision have upon our growing economy?
2. What evidence of humanitarianism (a concern for others) do you find in the period 1815-1840? What visible results were produced?
3. This era was marked by efforts made for the improvement of physical, moral, and mental conditions of the people. How did these reforms strengthen or weaken the American nation?
4. How do you account for the later rejection by the American people of some of the reforms included in "Jacksonian democracy"?
5. Some historians refer to this period of our history as "The Reign of Andrew Jackson"; others choose the title "Jacksonian Democracy." Which title do you consider the more appropriate? Why?

C. Visual Aids:

Old Hickory	C	(21)	B.V.E.
1403 Story of Andrew Jackson			B.V.E.F.S.

D. Quotations:

1. "Our Federal Union — it must and shall be preserved!"
   —Andrew Jackson, April 13, 1830

2. "The Union, next to our liberty, most dear, may we always remember that it can only be preserved by distributing equally the benefits and burdens of the Union."
   —John C. Calhoun, 1830

3. "(Government) was not intended to . . . create systems of agriculture, manufacturing, or trade . . . Few men can doubt that . . . A system founded on private interests, enterprise, and competition, without the aid of legislative grant or regulations by law, would rapidly prosper."
   —Martin Van Buren, 1837

E. Cartoons:

Augspurger and McLemore, *Our Nation's Story,* 453
Hicks, *The Federal Union,* Vol. 1, 368, 399
Bailey, *The American Pageant,* 278

UNIT VIII

Westward Movement
(5 days)

A. **Content:**

1. Manifest Destiny — Definition
   Text, 264-268
   Craven, *Documentary History,* 270-271, 282-285.
2. Texas, Oregon, California
   Text, 268-278.
3. War With Mexico
   Text, 279-283.
4. Compromise and Party Conflict
   Text, 283-288.
   Compromise of 1850
   Refer to *Basic Documents*
5. Map exercise on United States expansion
6. Frontier
   Taylor, George Rogers, ed., *The Turner Thesis,* (Amherst Series).
   a. Frederick Jackson Turner, "The Significance of the Frontier in American History," 1-18.
   b. Frederick Jackson Turner, "Contributions of the West to American Democracy," 19-33.
   c. Webb, Walter Prescott, "The Frontier and the 400 Year Boom," pp. 87-95.

   Summarize the historical interpretations of Frederick Jackson Turner and Walter Prescott Webb.
7. Student Reports and Class Discussion:
   The Turner Thesis: "Is it . . . . a valid key to the meaning of American history?"
   Fine, Sidney and Gerald S. Brown, *The American Past: Conflicting Interpretations of the Great Issues,* Vol. II.
   a. Robert E. Riegel, "Current Ideas of the Significance of the United States Frontier," 104-117.

b. Ray Allen Billington, "How the Frontier Shaped the American Character," 117-128.

8. Essay Examination

B. Suggested Areas for Exploration:

1. To what extent does our frontier history exemplify Turner's theories—cheap lands, equality, economic opportunity, and personal liberty? In what respects is Webb's explanation a plausible explanation of the frontier idea? Note differences between Turner and Webb.
2. Study a topographical map and note the importance the Mississippi-Ohio River system was to the western settler. What problems did it create? What effects did it have on politics?
3. What was the prevailing attitude of Americans of the early nineteenth century toward the Indians? Do you think one society has the right to force its values upon another even though those values seem more in keeping with the modern world? The Spaniards said the Indians were being "Christianized, civilized, and pacified."

C. Visual Aids:

Driven Westward		(31)	B.V.E.
Oregon Trail		(25)	B.V.E.
Territorial Expansion		(22)	B.V.E.
Flatboatmen of the Frontier	(C)	(33)	C.P.L.M.
1 P 11 Westward to the Mississippi			B.V.E.F.S.
1 P 14 California, Texas, a Mexican War			B.V.E.F.S.

D. Quotations:

1. "The Rocky Mountains are mere molehills. Our destiny is onward."—Congressman Robert Winthrop, 1845
2. "(America is bounded on the) East by sunrise, West by sunset, North by the Arctic Expedition, and South as far as we darn please."—Philadelphia *Public Ledger*

E. Cartoons:

Gabriel, R. H., *The Lure of the Frontier*—Pageant of America Series, Vol. II

Map Exercise (Unit VIII)

Territorial Expansion, 1783-1821

Manifest Destiny, 1821-1853

On an outline map of the United States, locate the following areas, rivers, and mountains.

I. Areas

Use *green* pencil to outline the boundaries of the following areas:

A. 13 Original Colonies
B. United States in 1783
C. Louisiana Purchase, 1803
D. British Cession, 1818
E. Spanish Cession, 1819-1821
F. Texas, 1845
G. Oregon, 1846
H. Gadsden Purchase, 1853
I. Locate the states in the Northwest Territory

II. Mountains and Rivers

Use *brown* pencil to locate mountains and *blue* pencil for rivers.

A. Allegheny Mountains
B. Appalachian Mountains
C. Rocky Mountains
D. Mississippi River
E. Ohio River
F. Rio Grande River

MAP TEST

PERIOD 1783-1853

Locate the following areas on a map of the United States:

1. Louisiana Purchase, 1803
2. Spanish Cession, Florida, 1819
3. Oregon Territory, 1846
4. Texan Annexation, 1845
5. Mexican Cession, 1848
6. Gadsden Purchase, 1853
7. Original Thirteen States and the area acquired during the Revolution and by the Treaty of 1783.

Land and Water Routes, 1825-1869

I. *Canals* — Use *blue* pencil in locating the following canals:
  A. Erie Canal
  B. Chesapeake and Ohio Canal
  C. Wabash and Erie Canal
  D. Illinois and Michigan Canal

II. *Railroads* — Use *red* pencil in locating the routes:
  A. Baltimore and Ohio
  B. Union Pacific
  C. Central Pacific

III. *Western Trails* — Use *brown* pencil in locating the following trails:
  A. Jedediah Smith's Route to and from California
  B. Jedediah Smith's Oregon Route
  C. Santa Fe Trail
  D. Oregon Trail
  E. Bonneville's Trail on the Platte
  F. Fremont's Second Expedition
  G. Mormon Trail
  H. Pony Express Trail

UNIT IX

Nationalism and Sectionalism

(7 days)

A. Content:

1. The Southern Nation
   Text, 290-309
   Read: Faulkner, Harold Underwood, *American Political and Social History*, "The Old South," 349-366.
   Anvil Original by Van Nostrand, #43 *A Basic History of the Old South*
   Class discussion: Does our view of the South differ from our previous conceptions of the Southern way of life?
2. Industrial Development in the North
   Text, 310-335
   Read: Faulkner, Harold Underwood, *American Political and Social History*, "The Industrial Revolution," 302-324.
   Class discussion: Why did not the South have an industrial revolution? What factors hindered the South from industrializing?

B. Suggested Areas for Exploration:

1. How did the decisions of the Supreme Court by John Marshall have an effect upon nationalism in our country? Cite specific cases.
2. What were the major trends in the history of agriculture in the United States before 1860? Compare the growth of Southern agriculture with that of the West.
3. "Sectionalism is the refuge of minority groups." Do you agree? Defend your position.
4. Why were neither "manifest destiny," national political parties, nor compromise effective antidotes to the rising sectional controversy of the 1850's?

C. Visual Aids:

Daniel Webster	(17)	B.V.E.
Eli Whitney Invents the Cotton Gin	(27)	B.V.E.
John C. Calhoun	(17)	B.V.E.
Life in Old Louisiana	(10)	B.V.E.

D. Quotations:

1. "If you put a chain around the neck of a slave, the other end fastens around your own."—Ralph Waldo Emerson, 1841
2. "The progress of invention is really a threat (to monarchy). Whenever I see a railroad, I look for a republic." —Ralph Waldo Emerson, 1866

E. Cartoons:

Hicks, *The Federal Union,* 499, 559
Bailey, *The American Pageant,* 371

UNIT IX

Missouri Compromise

Map Test

Status of Slavery by the Missouri Compromise

Locate the following areas on a map of the United States:

1. Unorganized Territory made free by the Missouri Compromise of 1820.
2. Spanish Territory
3. Michigan Territory
4. Northern States
5. Missouri Compromise Line 36' 30'
6. Mason Dixon Line
7. Gulf of Mexico
8. Maine and Missouri

UNIT X

Civil War and Reconstruction
(15 days)

A. **Content:**

1. Issues, 1850-1861
   Text, 336, 358
   - a. Research Papers: "Causes of the American Civil War" (4 weeks)
     The materials below may be used as source material.
   - b. Read: (1) Stampp, Kenneth M., ed., *The Causes of the Civil War* (2) Rozwenc, Edwin C., ed., *The Causes of the American Civil War*
     - (a) James Ford Rhodes, "Slavery as a Single Cause," 84-98. "And of the American Civil War it may safely be asserted there was a single cause, slavery."
     - (b) Frank Lawrence Owsley, "The Southern Defense of the Agrarian Ideal," 119-134. "Complex though the factors were which finally caused the war, they all grew out of two fundamental differences which existed between the two sections: the North was commercial and industrial and the South was agrarian. The fundamental and passionate ideal for which the South stood was the ideal of an agrarian society."
     - (c) James G. Randall, "The Blundering Generation," 163-171. "If one word or phrase were selected to account for the war, that word would not be slavery, or economic grievances, or states' rights, or diverse civilizations. It would have to be such a word as fanaticism."
     - (d) Allen Nevins, "The Ordeal of the Union," 200-217. "The main root of the conflict (and there were minor roots) was the problem of slavery with its complementary problem of race-adjustment; the main source of the tragedy was the refusal of either section to face these conjoined problems squarely and pay the heavy costs of a peaceful settlement."

(e) Arthur M. Schlesinger, Jr., "Note on Historical Sentimentalism," 181-190. "A society closed in the defense of evil institutions thus creates moral differences far too profound to be solved by compromise . . . To reject the moral actuality of the Civil War is to foreclose the possibility of an adequate account of its clauses."

c. Lecture: "Causes of the American Civil War"
General Causes
Remote Causes, 1820-1850
Proximate Causes, 1850-1861
Immediate Causes, 1861

d. Class discussion: Slavery was not the only cause of the Civil War. However, would there have been a Civil War without slavery?

2. Essay Examination

3. Civil War
Text, 359-384

4. Reconstruction

a. Post-War Southern Problems
Text, 386-393

b. Presidential Reconstruction vs. Congressional Reconstruction
Text, 394-403
Compare the two programs. How do you account for the failure of the Presidential Plan of Reconstruction?

c. Results of Reconstruction
Text, 404-409
Is the situation in the South today a reaction to the Reconstruction Period?

5. Review and Semester Examination.

B. Suggested Areas for Exploration:

1. Professor U. B. Phillips, a Southern born scholar, said that race is the leading factor in Southern history. Is there any evidence of this in the story of slavery and the coming of the Civil War? If there were only 384,000 slaveholders in the white population of 8,000,000, why did the nonslaveholder fight so stubbornly during the Civil War?

2. In what respects was the Civil War a political revolt? a social revolution?
3. Was Radical Reconstruction wise? Justify your answer.
4. During the period 1861-1865 Lincoln considered seccession impossible. Is this position consistent with the views of our founding fathers? Explain.

C. **Visual Aids:**

Face of Lincoln	(20)	B.V.E.
Grant and Lee at Appomattox	(27)	B.V.E.
Lincoln in the White House	(21)	B.V.E.
Johnson and Reconstruction	(39)	B.V.E.
Robert E. Lee, A Background Study	(16)	B.V.E.
The True Story of the Civil War	(33)	C.P.L.M.
14 G 4 Story of A. Lincoln		B.V.E.F.S.
23 E 5 Lee and Grant at Appomattox		B.V.E.F.S.
1 P 15 Slavery and the War Between the States		B.V.E.F.S.

D. **Quotations**

1. "The Confederates . . . are fighting for independence . . . But with the Northerners all is different. They are not content with their own. They are fighting to coerce others.
—London *Times*, Sept. 3, 1862.
2. "No, sir, you dare not make war on cotton. No power on earth dares make war upon it. Cotton is king."
—Senator Hammond of S.C., 1858.

E. **Cartoons:**

Hicks, *The Federal Union*, 614

Second Semester

UNIT XI

Grant Through McKinley
(6 days)

A. **Content:**

1. Grant

   Text, 421-430.

   Class discussion: What seems to have been the relationship between political corruption and economic development during Grant's administration?

2. Hayes, Garfield, and Arthur

   Text, 481-488.

3. Cleveland and Harrison

   Text, 488-495

4. Cleveland and McKinley

   Text, 502-507

5. Foreign Affairs, Johnson and Grant

   Bailey, *Diplomatic History*, Chapter XXIV

   How was foreign policy complicated by the separation of power under the Johnson administration?

   Compare the foreign policies of Grant and Johnson.

6. In order to consolidate the developments of the above Presidential administrations, the student is advised to construct a chart. The chart should be divided into two major divisions, domestic and foreign policy. Sub-divisions should include such items as, cultural, literary, agricultural, economic and social changes insofar as they are significant in these administrations.

7. Supplementary Reading

   Faulkner, Harold Underwood, *American Political and Social History*, "Political History: 1876-1896," Century, 557-575.

8. Essay Examination

B. Suggested Areas for Exploration:

1. Evaluate the effects of the scandals of Grant's administrations upon federal, state, and local government and politics.
2. Why were the great industrial disputes of 1877 and 1886 important in history? What problems were involved? What progress was made in solving pertinent basic issues?
3. The new industrial age brought about an agitation for reform in business. How does the labor movement tie up with these reforms? How did the issues involved affect each—business enterprise; the public interest; the labor movement; the federal, state, and local governments?
4. On what grounds could the public demand that government take a definite role in the control of railroads?
5. How was the Pendleton Civil Service Act a milestone in civil service legislation? How was President Garfield indirectly and President Arthur directly involved in this legislation? What is the present status of the merit system in the civil service?

C. Visual Aids:

Political Parties	(10)	B.V.E.
Presidency	(10)	B.V.E.
President	(17)	B.V.E.

D. Quotations:

1. "The party that saved the nation must rule it."
   —Republican "Bloody Shirt" Slogan, 1868.
2. "A public office is a public trust."
   —Democratic Campaign Slogan, 1884.

E. Cartoons:

Hicks, *The American Nation,* Vol. II, 44, 50

UNIT XII

Economic Revolution
(19 days)

A. Content:

1. Last Frontier
   Text, 434-454.
   What factors played an important role in the settling of the West?
   Review the Webb Thesis. Is it applicable at this time?
   Read: Billington, Ray A., *The Westward Movement in the United States* (Anvil Series).
   Make sure you read the documents contained in the later portion of this Van Nostrand paperback.

2. Agriculture
   Text, 411-432.
   Soule, George and Vincent Carosso, *American Economic History*, 208-213.
   What were some of the problems confronting farmers during the agricultural revolution? What role did the farm organizations play in the "populist movement"?

3. Populist Movement
   Text, 495-502.
   Read: Hicks, John D., and George E. Mowry, *Short History of American Democracy*, "The Populist Revolt," 515-533.
   Shannon, Fred, *American Farmers' Movements* (Anvil Series).
   What led to the formation of the Populist Party? Analyze the platform which the 1892 Populist Convention formulated?

4. Industrialism
   Text, 456-480.
   Read: Cochran, Thomas C., *Basic History of American Business* (Anvil Series)
   Hacker, Louis M., *American Capitalism: Its Promise and Accomplishment.* (Anvil Series)
   Kennedy, Gail, *Democracy and the Gospel of Wealth,* (Amherst Series).

  - a. Andrew Carnegie, "Wealth," 1-8.
  - b. Walt Whitman, "Democracy Vistas," 9-26.

5. Rise of the City and Reform

   Text, 509-526.

   Read: Schlesinger, A. M., *The Rise of the City 1878-1898,* (A History of American Life Series, Vol. 10.)

6. Labor Movement and Immigration

   Read: Handlin, Oscar, *The Uprooted.*

   Refer to: Handlin, Oscar, ed., *Immigration: As a Factor in American History.*

   Evaluate the role of industry, labor, immigration in economic development in each of the following periods:

   - a. pre-Civil War
   - b. 1865-1900
   - c. 1900-present

7. Essay Examination.

B. Suggested Areas for Exploration:

1. Most of the men amassing great wealth in 1900 started their careers as poor young men. What conditions in the period 1865-1900 made the accumulation of fortunes possible? To what extent have these conditions been modified during the twentieth century?
2. The Populist Party grew as a protest to the dominance of vested business interests and sought the support of the common man. Why did it develop relatively little strength in the cities despite their industrial workers and slums?
3. What were the major factors which contributed to the "Age of Cynicism" in politics? (1865-1900)
4. What conditions encouraged the development of large-scale business units in America after the Civil War?
5. How did the American people and the American government set about meeting the changed social and economic conditions resulting from the rise of industrialism?

C. Visual Aids:

Completion of the First Transcontinental Railway		(27)	B.V.E.
Overthrow of the Tweed Ring		(20)	B.V.E.
Rise of Organized Labor		(18)	B.V.E.
What Makes Us Tick (Stocks & Bonds)	C	(13)	B.V.E.
23 E 6 First Transcontinental Railroad			B.V.E.F.S.

D. Quotations:

1. "Times are hard."—*American Agriculturist,* 1869
2. "It's a question of bread or blood, and we're going to resist."
—Railroad flagmen, Andrew Rice, 1877
3. "Mr. Bryan said just one thing in his big (Cross of Gold) speech . . . that strikes me as true. He said that farmers and workingmen are businessmen just as much as bankers and lawyers. Well that's true. I like that."—Mark Hanna, 1897

E. Cartoons:

Augspurger and McLemore, *Our Nation's Story,* 475

Bailey, *The American Pageant,* 584

Hicks, *The American Nation,* Vol. II, 83, 225, 579

UNIT XIII

American Intellectualism

(2 days)

A. Content:

American Intellectualism
Text, 528-548.

Read: Williams, S. T., *The American Spirit in Letters* (The Pageant of America Series), Vol. II

Class Discussion: "Historians who have influenced American history"

Reports:
- Bailey, Thomas A.
- Beard, Charles A.
- Becker, Carl L.
- Commager, Henry S.
- Farrand, Max
- Gipson, Lawrence H.
- Handlin, Oscar
- Hofstadter, Richard
- Morgan, Edmund S.
- Morison, Samuel E.
- Nevins, Allan
- Parkman, Francis
- Rhodes, James Ford
- Schlesinger, Arthur M., Jr.
- Stampp, Kenneth M.
- Tocqueville, Alexis de
- Turner, Frederick Jackson
- Van Tyne, Claude H.

The following two books will assist the students in finding material on the above historians:

Bellot, H. Hale, *American History and American Historians*
Wish, Harvey, *The American Historian*

B. Suggested Areas for Exploration:

1. How does the interpretation of the past by an historian affect our outlook upon the present and the future?

C. Visual Aids:

Teddy The Rough Rider C (19) B.V.E.

D. Quotations:

Refer to Content Area in Unit X.

E. Cartoons:

None cited

UNIT XIV

Imperialism
(6 days)

A. **Content:**

1. Imperialism
   Text, 550-565.
   Lecture: "American Imperialism"

2. The Orient
   Text, 565-568.

3. Panama Canal and Caribbean
   Text, 569-572.
   Class discussion: What factors accounted for the emergence of the United States as a world power?

4. *Additional References:*
   Dulles, Foster Rhea, *America's Rise to World Power* (New American Nation Series)
   Griswold, A. Whitney, *The Far Eastern Policy of the United States*
   Gruening, Ernest H., *Mexico and Its Heritage*
   Harrington, Fred H., *God, Mammon, and the Japanese*
   Moon, Parker T., *Imperialism and World Politics*
   Pratt, Julius W., *Expansionists of 1898*
   Perkins, Dexter, *The United States and the Caribbean*
   Weinberg, Albert, *Manifest Destiny*

B. **Suggested Areas for Exploration:**

1. How would you defend the position taken by Theodore Roosevelt in the dealing with Colombia and Panama, paving the way for the building of the Panama Canal?
2. Was the extension of American interests in the Pacific merely a continuation of the "manifest destiny" of an earlier period, or did it involve motives, developments, and interests peculiar to the latter half of the nineteenth century?

C. **Visual Aids:**

None cited

D. Quotations:

1. "The extraordinary, because direct and not merely theoretical or sentimental, interest of the United States in the Cuban situation can not be ignored . . . Not only are our citizens largely concerned in the ownership of property and in the industrial and commercial ventures . . . but the chronic condition of trouble . . . causes disturbance in the social and political conditions of our own people . . . A continuous irritation of our own borders injuriously affect the normal functions of business, and tends to delay the condition of prosperity to which this country is entitled."
   —The United States to Spain, 1897.
2. "No man is good enough to govern another without that man's consent."—Abraham Lincoln
3. "We have a record of conquest, colonization and expansion unequalled by any people in the Nineteenth Century. We are not to be cured now."—Henry Cabot Lodge, 1895

E. Cartoons:

Augspurger and McLemore, *Our Nation's Story,* 470
Bailey, *A Diplomatic History of the American People,* 465, 507, 751
Bailey, *The American Pageant,* 630
Hicks, *The American Nation,* 289

UNIT XV

Progressive Era

(11 days)

A. Content:

1. Social and Economic Problems
   Text, 574-580.
   Class discussion: Define progressivism and liberalism. Why hasn't the term liberalism been attached to this era in American history?

2. Popular Solutions
   Text, 580-586.
   Class discussion: Was there any value in the "Popular Solutions" that were offered?

3. Republican Progressivism—Theodore Roosevelt
   Text, 586-591.
   "A man who is good enough to shed his blood for his country is good enough to be given a square deal afterward. More than that no man is entitled to, and less than that no man should have." (Theodore Roosevelt) Is this a fair statement?
   Read: Rozwenc, Edwin C., *Roosevelt, Wilson and the Trusts* (Amherst Series)
   a. Harold Underwood Faulker, "Consolidation of Business," 1-18.
   b. Theodore Roosevelt, "The Trusts, the People, and the Square Deal," 44-54.
   c. George E. Mowry, "Theodore Roosevelt and the Progressive Movement," 88-97.
   Write several paragraphs summarizing *each* of the above articles.
   What conclusions does George F. Mowry draw, if any?

4. Taft
   Text, 591-596.
   Class discussion: Taft and Progressivism

5. Democratic Progessivism—Woodrow Wilson
   Text, 596-601.
   Rozwenc, Edwin C., *Roosevelt, Wilson and the Trusts*

Read: Woodrow Wilson, "Monopoly or Opportunity," 54-64.
Class discussion: Compare Roosevelt and Wilson: Regulated Monopoly or Regulated Competition

6. Essay Examination

B. Suggested Areas for Exploration:

1. Compare the elections of Abraham Lincoln in 1860 and of Woodrow Wilson in 1912. In what ways were they similar? dissimilar?
2. In what respects were the reform periods 1820-1850 and 1890-1916 the same or different in objectives and achievements?
3. How did various third party movements of the period from 1872, although failing as political organizations, succeed in contributing to the tide of progressivism of the early twentieth century?
4. Why was the Supreme Court ruling in 1908 in Muller vs. Oregon of importance then and in the years that followed?

C. Visual Aids:

14 G 5	Story of Theodore Roosevelt	B.V.E.F.S.

D. Quotations:

1. "The tremendous and highly complex industrial development which went on with ever-accelerated rapidity during the latter half of the nineteenth century brings us face to face, at the beginning of the twentieth, with very serious social problems. The old laws, and the old customs . . . are no longer sufficient."—Theodore Roosevelt, 1901
2. "We are facing the necessity of fitting a new social organization . . . to the happiness and prosperity of the great body of citizens . . . But we can do it all in calm and sober fashion."—Woodrow Wilson, 1912

E. Cartoons:

Augspurger and McLemore, *Our Nation's Story,* 512, 498, 591
Bailey, *The American Pageant,* 452, 673
Hicks, *The American Nation*—Vol. II, 336, 371

UNIT XVI

World War I
(14 days)

A. **Content:**

1. European background to World War I
   Lecture: "Unification of Germany: Formation of the Triple Alliance and Triple Entente"
   Read appropriate sections in: Fay, Sidney B., *The Origins of the World War*
   Schmitt, Bernadotte E., *The Coming of War*
   Class discussion: What problems in Europe led to a war which would eventually involve such a large number of nations?

2. Mexico and Moral Diplomacy
   Text, 602-604.
   Class discussion: Was Wilson's policy toward Mexico a wise one?

3. Road to War
   Text, 604-613.
   Class discussion: What is a workable definition of propaganda? Is all propaganda bad?
   Might the United States have joined the Central Powers instead of entering on the side of the Allied Powers? What factors ultimately affected our decision?

4. War
   Text, 613-620.

5. Problems following Armistice
   Text, 620-625.
   Class discussion: What role was Wilson's Fourteen Points to play at the peace conference?

6. Wilson and the Versailles Conference
   Read: Greene, Theodore P., ed., *Wilson at Versailles* (Amherst Series)
   a. Samuel F. Bemis, "The First World War and the Peace Settlement," 1-15

    b. John Maynard Keynes,
        (1) "The Economic Consequences of the Peace," 16-27
        (2) "Wilson," 27-34
    c. Etienne Mantoux, "A Reply to Keynes," 76-81

Write several paragraphs summarizing the views of *each* of the above historians.

Class discussion: How does Wilson, an idealist, fare in the company of realists? Did Wilson achieve his aims at Versailles? To what extent?

7. Conflict over ratification of treaty
   Text, 625-627.
   What circumstances led the Senate to reject the Treaty of Versailles?
8. Essay Examination

B. Suggested Areas for Exploration:

1. Was Woodrow Wilson an idealist, realist, or a "sacrificial lamb"? Defend your answer.
2. As in the Napoleonic wars a century earlier, the war at sea drew the United States into serious difficulties with both sides. In what way did the United States handle the situation prior to the War of 1812? World War I?
3. Any undertaking involves solving a multitude of problems. Discuss some of the major problems encountered in mobilizing the United States as a participant in World War I.

C. Visual Aids:

Causes of World War I		B.V.E.
World War I	(28)	B.V.E.
Woodrow Wilson, Spokesman For Tomorrow	(27)	C.P.L.M.

D. Quotations:

1. "Property can be paid for; the lives of peaceful and innocent people cannot be. The present German submarine warfare against commerce is a warfare against mankind."—
   —Woodrow Wilson, War Message, April 2, 1917.
2. "Dare we reject it (the League of Nations) and break the heart of the world?"—Woodrow Wilson, 1919.

E. Cartoons:

Bailey, *The American Pageant*, 683

UNIT XVII

Normalcy
(4 days)

A. **Content:**

1. Roaring Twenties

   Text, 628-644.

   What factors led to this decade as being referred to as the "Roaring Twenties"?

2. Coming of the Depression

   Text, 644-648.

   Read: Allen, Frederick Lewis, *Only Yesterday*
   or
   Leuntenburg, William, *The Perils of Prosperity, 1914-1932*, (The Chicago History of American Civilization Series)

   Write a summary on *Only Yesterday*, or *The Perils of Prosperity* to be submitted one week after the assignment is announced.

   Class discussion: What factors in the Twenties brought the "crash of '29" and the ensuing depression?

B. **Suggested Areas for Exploration:**

1. Historically can any comparisons be made between the scandals of the Reconstruction period and those of Harding's administration?
2. In what ways did the agricultural problems in the 1800's and the 1900's differ? In what ways were they similar?

C. **Visual Aids:**

'29 Boom and '30 Depression	(45)	B.V.E.

D. **Quotations:**

1. "We are passing from a period of extremely individualistic action into a period of associated activities."—Herbert Hoover, 1922.

2. "Our productive capacity today is 25 per cent in excess of our ability to consume . . . These glaring facts and conditions soon will compel America to recognize that these ever increasing surpluses are her key economic problems, and that our neglect to develop foreign markets for surpluses is the one outstanding cause of unemployment."—Representative Cordell Hull, January 3, 1929.

E. Cartoons:

Bragdon and McCutchen, *History of a Free People,* 536

UNIT XVIII

New Deal

(6 days)

A. **Content:**

1. First 100 days

   Text, 650-656.

   What happens to economic values when deflation and depressions strike? In less than a month in 1929 investors lost "30 billion dollars." Was this real wealth or paper profits? What happened to values?

   What attempts did F. D. Roosevelt make to bring the nation out of the depression?

2. Concerted attempt at recovery

   Text, 656-668.

   Class discussion: Evaluation of the New Deal as a national recovery program.

   Did bureaucracy facilitate our governmental operations or complicate them?

3. Age of Controversy

   Text, 668-675.

4. Historical Evaluation

   Rozwenc, Edwin C., ed., *The New Deal: Revolution of Evolution* (Amherst Series)

   a. Louis M. Hacker, "The Third American Revolution," 1-25.

   b. Henry Steele Commager, "Twelve Years of Roosevelt," 25-34.

   c. Herbert Hoover, "The Challenge to Liberty," 61-71.

   d. Richard Hofstadter, "Franklin D. Roosevelt: The Patrician as Opportunist," 102-112.

   Summarize the views of each of these historians in several paragraphs.

5. Essay examination

B. Suggested Areas for Exploration:

1. In Presidential campaigns many times the issue or person determine the election. In the following campaigns was it the issue or person? Justify your answer.

   1800
   1828
   1844
   1860
   1868
   1896
   1916
   1932

2. Compare the factors leading to the Panic of 1837 and those leading to the Panic of 1929. In each case, what attempts were made to solve the economic problems which ensued?

3. Show the connection between the settlement of the West in the 1800's with the dust storms during the 1930's. What measures for relief of this problem were taken by the New Deal?

4. If Jefferson had been President during 1933, do you think he would have supported T.V.A. as F. D. Roosevelt did? Explain.

C. Visual Aids:

F. D. R. Third Term to Pearl Harbor	(27)	B.V.E.
The Roosevelt Story	(71)	C.P.L.M.

D. Quotations:

1. "But here is the challenge to our democracy: In this nation I see tens of millions of its citizens—a substantial part of its whole population—who at this very moment are denied the greater part of what the lowest standards of today call the necessities of life."—Franklin Delano Roosevelt, 1937.

2. "We can no longer be sure that unemployment is a cyclical problem appearing and disappearing as the economy alternates between depression and prosperity. Unemployment may be an enduring problem arising from a continued diminished volume of private investment."—New Deal political economist, John K. Galbraith, 1940.

E. Cartoons:

Bailey, *The American Pageant,* 851

Bailey, *A Diplomatic History of the American People,* 813-857

Hicks, *The American Nation,* Vol. II, 622

Low, *Years of Wrath*

UNIT XIX

America's Rise as a World Power
(12 days)

A. Content:

1. American Diplomacy, 1789-1920.
   To what extent did the United States consistently adhere to a policy of isolation in the period from 1789 to 1914?
   Class discussion: What were the advantages and disadvantages of an isolationist policy?
2. Diplomacy in Peacetime, 1920-1939.
   Text, 676-684.
3. Diplomacy in Wartime, 1939-1941.
   Text, 684-690.
   How did World War II initiate an end to an unqualified policy of isolation?
   Read: Kennan, George F., *American Diplomacy, 1900-1950.*
   How does Kennan's interpretation indicate that public opinion is the most powerful force in American foreign policy?
4. World War II
   Text, 690-706.
5. Casablanca, Teheran, and Yalta
   Text, 730-735.
6. Creating the United Nations
   Text, 735-736.
   Compare the attitude of the American people toward national participation in world organizations in 1945 and in 1919-1920.
7. The Truman Administration
   Text, 736-739.
8. The Cold War
   Text, 739-743.
9. Korean War
   Text, 743-746.
10. Eisenhower Administration
    Text, 747-757.
11. Essay Examination

B. Suggested Areas for Exploration:

1. In what ways were the world situation in the 1920's and in the 1950's similar? different?
   Compare the views of the American people concerning their world responsibilities during these two decades.
2. Compare the attitude of President Washington on disarmament with public opinion in the United States toward that issue in 1921-1922.
3. What part did the United States play when Japan in 1931 violated its treaty obligations and invaded China? Was the United States justified in taking any part?

C. Visual Aids:

Chamberlain at Munich	(27)	B.V.E.
World War II	(28)	B.V.E.
World War II	(28)	C.P.L.M.

D. Quotations:

1. "We are just beginning to begin in the development of an American frontier we have only touched upon, relatively speaking, in previous years—the limitless frontier of foreign trade."—Eric A. Johnson, 1943.
2. "The greatest danger that our nation faces, not only in the transition period, but also in the long-time future, is the tendency for the people to become broken up into blocs and segments, each organized for the narrow interests of the moment."—Bernard Baruch, 1944.

E. Cartoons:

Augspurger and McLemore, *Our Nation's Story*, 722, 572, 568, 571.

Bailey, *The American Pageant*, 882.

Hicks, *The American Nation*, Vol. II, 289.

Low, David, *Years of Wrath.*

UNIT XX

Cultural Scene
(2 days)

A. Content:

1. Social Change
   Text, 708-710.
2. Business of Leisure
   Text, 710-715.
3. Faith and Knowledge
   Text, 715-720.
4. Moods of the Twenties and Thirties
   Text, 721-727.
5. Post-World War II
   Text, 727-728.
   Class discussion: Compare the cultural scene in the United States before and after the turn of the century. What role does leisure have in light of growing automation?
6. Review and Final Examination

B. Suggested Areas for Exploration:

1. Compare Plesy v. Ferguson, 1896 with Brown v. Board of Education 1954. What is the significance of the court's ruling and the impact on public opinion in both cases?
2. By 1920 over half of the people of the United States lived in cities. One problem of city people was the business of leisure. Develop several facets of this problem.

C. Visual Aids:

None cited

D. Quotations:

1. "In all those things which deal with people, be liberal, be human. In all those things which deal with people's money, or their economy, or their form of government, be conserva-

tive."—Republican Platform, 1956, quoting President Eisenhower.

2. ". . . We stand today on the edge of a new frontier—the frontier of the 1960's—a frontier of unknown opportunities and perils—a frontier of unfulfilled hopes and threats." —John F. Kennedy, Acceptance Speech, 1960.

E. Cartoons:

Hicks, *The American Nation,* Vol. II, 544.

CHECK LIST OF TERMS

Abolitionism
Act of Toleration
Adamson Act
Agricultural Adjustment Act (AAA)
Agricultural Credits Act, 1923
Agricultural Marketing Act, 1929
Alabama Claims
Albany Plan
Aldrich—Vreeland Act, 1908
Alien and Sedition Acts, 1798
A. F. of L.
American Fur Company
"American System"
Anarchism
Anglicanism
Annapolis Convention
Antifederalist
Anti-Masons
Atlantic Charter
Axis Powers

Baghdad Pact
Balfour Declaration
Bankhead Cotton Control Act, 1939
Banking Act of 1935
Bank of the United States
Bankruptcy Act, 1938
Barbary War
Berlin Decrees
Bible and Tract Societies
"Black and Tan" Conventions
"Black Belt"
"Black Codes"
Bland-Allison Bill, 1878
Board of Trade
"Boston Massacre"
Boston Tea Party
Boxer Rebellion
"Brain trust"
Brest-Litovsk Treaty of 1918
Bricker Amendment
"Bull Moose"

Cairo Conference
Calvinism
Caroline Affair
Carpetbaggers
Casablanca Conference
Catholicism
Chinese Exclusion Act, 1882
Choctaw-Chickasaw Treaty, 1765
Civilian Conservation Corps (CCC)
Civil Service Reform Act, 1883
Civil Works Administration
Clayton Act, 1914
Clayton-Bulwer Treaty, 1850
Clermont
Coercive Acts, 1774
Coinage Act, 1873
"Committee of Thirteen"
Committees of Correspondence
Compromise of 1850
Confederate States of America
Confederation of the United Colonies of New England
C. I. O.
Constitutional Convention
Constitutional Union Party
Continental Congress
Cooper Union
"Copperheads"
Corporations
Cotton Kingdom
Credit Mobilier
Currency Act of 1751
Currency Act of 1764

Darwinism
Dawes Act, 1887
Declaration of Independence
"Declaration of Rights and Grievances"
Declaratory Act
Demagoguery
Democratic Party
Dixiecrats
Dumbarton Oaks

Elkins Act, 1903
Emancipation Proclamation
Embargo Act, 1807
Emergency Banking Act, 1933
Emergency Relief Act, 1935
"Enumerated Articles"

"Era of Good Feeling"
Erie Canal
Esch—Cummins Transportation Act, 1920
Espionage Act, 1917
Essex Junto

"*Federalist* Papers"
Federal Reserve Act, 1913
"54° 40′ or Fight"
Force Act of 1870
Force Bill, 1833
Foreign Affairs
Fort Greenville, Treaty of 1795
Fort Stanwix, Treaty of 1786
Four-Power Pact, 1922
Fourteen Points
Freedman's Bureau
Free Soil Party
French and Indian War
Fugitive Slave Law
Fundamental Constitutions of Carolina
Fundamental Orders of Connecticut

Gadsden Purchase
Geneva Conference, 1955
Gilded Age
Glass-Steagall Banking Act, 1933
"Good Neighbor Policy"
Grangers
"Great American Desert"
Greenback Party
Guadalupe Hidalgo, Treaty of

Hard Labor, Treaty of, 1768
Hat Act of 1732
Haymarket Riot
Hepburn Act, 1906
Homestead Act of 1862
Homestead Strike

Immigration
Imperialism
Indian Reorganization Act, 1934
Individualism
Industrial Revolution
Inter-American Conference
Interstate Commerce Act, 1887
Intolerable Acts, 1774
Iron Act of 1750
Isolationism

"Jim Crow" Laws
Joint Committee on the Conduct of the War, 1861
Judiciary Act of 1789
Judiciary Act of 1801

Kansas-Nebraska Act, 1854
KDKA, Pittsburg
Kellogg-Briand Pact
Kerr-Smith Act, 1934
Knights of the White Camelia
"Know Nothing" Party
Ku Klux Klan

La Follette Seamen's Act, 1915
Laissez-faire
Land Act of 1800
Land Act of 1820
Land Ordinance of 1785
Lausanne Treaty of 1923
League of Armed Neutrality
League of Nations
Lend-Lease
Liberal Republican Party
Liberator
Liberty League
Liberty Party
Lobbies
Locofocoism
London, Treaty of, 1794 (Jay Treaty)
London Company
London Conference, 1930
London Economic Conference
Louisiana Purchase
Lusitania

Manifest Destiny
Mann-Elkins Act, 1910
Marshall Plan
Massachusetts Bay Colony
Mayflower Compact
McCarran Internal Security Act, 1950
Mercantilism
Missouri Compromise, 1820
Molasses Act, 1733
Monitor* and *Virginia
Monopoly
Monroe Doctrine ("Polk Doctrine and Roosevelt Corollary")
Mormons
Morrill Land Grant Act, 1862
Muckraker
"Mugwumps"

National Association of Manufacturers
National Farmers' Alliance
National Industrial Recovery Act, 1933
Nationalism
National Labor Relations Board
National Recovery Administration
National Republican Party
Navigation Acts
New Deal
Normalcy
North Atlantic Treaty Organization
Northwest Ordinance of 1784
Northwest Ordinance of 1787
Nullification Proclamation

"Open Door"
Orders-in-council
Oregon Trail
Ostend Manifesto

Paris, Treaty of, 1763
Paris, Treaty of, 1783
Pendleton Act, 1883
Platt Amendment
"Popular Sovereignty"
Populist Party
Proclamation of 1763

Quartering Act, 1763
Quebec Act
Queen Anne's War, 1701-1713

Reconstruction
Referendum and recall
Reform
Restraining Act of 1775
Revenue Act of 1764
Rush-Bagot Agreement, 1817
Russo-Japanese War

San Ildefonso, Treaty of 1762
San Lorenzo, Treaty of 1795 (Pickney's Treaty)
Secession
Sectionalism
Securities
Sedition Act, 1918
Shays' Rebellion
Sherman Antitrust Act, 1890
Sherman Silver Purchase Act of 1890
Smith-Hughes Acts, 1917
Smith-Lever Act, 1914
Socialism
Social Security Act
Spanish-American War, 1898
Specie Circular
Spoils System
Square Deal
"Stalwarts"
Stamp Act, 1765
Stamp Act Congress
State rights
Suffrage
Sugar Act, 1764
Sussex Pledge

Taft-Hartley Act, 1947
Tariff
Temperance
Tennessee Valley Authority
Tenure of Office Act, 1867
Tories
Townshend Acts, 1767
Triple Alliance
Triple Entente

United Mine Workers Union
United Nations

Vagrancy Laws
Versailles, Treaty of, 1919
Virginia-Kentucky Resolutions
Virginia Plan
Volstead Act, 1919

Wade-Davis Bill
Wade-Davis Manifesto
Wagner Connery Act (National Labor Relations Act), 1935
War of 1812 (causes)
Washington, Treaty of, 1871
Washington Conference, 1921-1922
Webster-Ashburton, Treaty, 1842
Whiskey Rebellion
"Whiskey Ring"
Wilderness Road
Wilmot Proviso
Women's Christian Temperance Union
Wool Act of 1699
Works Progress Administration
World Court

X, Y, Z Dispatches

Yalta Conference, 1945

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Fish, C. R., *The Rise of the Common Man, 1830-1850*, 1927.
Schlesinger, A. M., *The Rise of the City, 1878-1898*, 1933.
Wecter, Dixon, *The Age of the Great Depression, 1929-1941*, 1948.
Other titles in this series may also be useful.

Hofstadter, Richard, *The Age of Reform*, Vintage, 1959. (paper)

Hofstadter, Richard, *The American Political Tradition and the Men Who Made It*, Vintage, 1955. (paper)

Kennan, George F., *American Diplomacy, 1900-1950*, Mentor, 1952. (paper)

Low, David, (ed.), *Years of Wrath: A Cartoon History, 1931-1945*, Simon and Schuster, 1946.

Moon, Parker T., *Imperialism and World Politics*, Macmillan, 1926.

Morison, Samuel E., *Christopher Columbus, Mariner*, Mentor, 1956. (paper)

Nettles, Curtis P., *The Roots of American Civilization*, Appleton-Century-Crofts, 1938.

Nevins, Allen, and F. Weitenkampf, (ed.), *A Century of Political Cartoons, 1800-1900*, Scribner, 1944.

New American Nation Series, edited by Henry Steele Commager and Richard B. Morris, Harper, various dates:
Dulles, Foster Rhea, *America's Rise to World Power, 1898-1954*, 1955.
Gipson, Lawrence H., *The Coming of the Revolution, 1763-1775*, 1954.
Miller, John C., *The Federalist Era, 1789-1801*, 1960.
Other titles in this series may also be useful.

Pageant of America Series, edited by R. H. Gabriel, Yale University Press, 1925-1929:
Gabriel, R. H., *The Lure of the Frontier*, 1929.
Ogg, Frederick A., *Builders of the Republic*, 1928.
Williams, S. T., *The American Spirit in Letters*, 1926.
Other titles in this series may also be useful.

Perkins, Dexter, *The United States and the Caribbean*, Harvard University Press, 1947.

Pratt, Julius W., *The Expansionists of 1898*, Johns Hopkins University Press, 1936.

Problems in American Civilization Series, "The Amherst Series," edited by George R. Taylor, D. C. Heath, various dates. (paper)

Greene, Theodore P., (ed.), *Wilson at Versailles*, 1957.
Kennedy, Gail, (ed.), *Democracy and the Gospel of Wealth*, 1949.
Latham, Earl, (ed.), *The Declaration of Independence and the Constitution*, 1956.
Rozwenc, Edwin C., (ed.), *The Causes of the American Civil War*, 1961.
Rozwenc, Edwin C., (ed), *The New Deal: Revolution or Evolution*, 1957.
Rozwenc, Edwin C., (ed.), *Roosevelt, Wilson, and the Trusts*, 1950.
Taylor, George R., (ed.), *Jackson versus Biddle, The Struggle over the Second Bank of the United States*, 1949.
Taylor, George R., (ed.), *The Turner Thesis Concerning the Role of the Frontier in American History*, 1957.
Wahlke, John C., (ed.), *The Causes of the American Revolution*, 1957.
Other titles in this series may also be useful.

Schlesinger, A. M., Jr., *The Age of Jackson*, Mentor, 1949. (paper)

Schmitt, Bernadotte, E., *The Coming of the War*, (2 volumes), Scribner, 1930. (World War I)

Stampp, Kenneth M., (ed.), *The Causes of the Civil War*, Prentice-Hall, (Spectrum), 1959. (paper)

Tocqueville, Alexis de, *Democracy in America*, (2 vols.), Vintage, 1954. (paper)

Warren, Charles R., *The Making of the Constitution*, Harvard University Press, 1947.

Weinberg, Albert, *Manifest Destiny*, Johns Hopkins University Press, 1935.

Wiltse, Charles M., *The Jeffersonian Tradition in American Democracy*, Hill and Wang, 1960. (paper)

Wish, Harvey, *The American Historian*, Oxford University Press, 1960.

Useful Periodicals

The American Heritage, same, 551 Fifth Ave., New York 17, New York.

American Historical Review, Macmillan, 60 Fifth Ave., New York 11, New York.

Annals of the American Academy of Political and Social Science, same 3937 Chestnut Street, Philadelphia 4, Pennsylvania.

Atlantic Monthly, same, 8 Arlington Street, Boston 16, Massachusetts.

Congressional Digest, Congressional Digest Corporation, 3231 P Street N.W., Washington 7, D.C.

Current History, same, Norwalk, Connecticut.

Foreign Affairs, Foreign Policy Association, 56 E. 68th Street, New York 21, New York.

Fortune, same, Time and Life Bldg., New York 20, New York.

Harper's Magazine, Harper Bros., 49 E. 33rd Street, New York 16, New York.

Mississippi Valley Historical Review, Mississippi Valley Historical Association, 1500 R Street, Lincoln 8, Nebraska.

Vital Speeches, City News Publishing Company, 1 Wolf's Lane, Pelham, New York.

U.S. News and World Report, United States News Publishing Company, 2300 N St. N.W., Washington 7, D.C.

William and Mary Quarterly, Institute of Early American History and Culture, Box 1298, Williamsburg, Virginia.

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The list which follows does not include all of the titles that schools will find useful in introducing either or both of these courses. Titles in the *Chronicles of America Series* (Yale University Press) and in the *History of American Life Series* (Macmillan) have been deliberately omitted because many of these older publications are already available in many high school libraries.

The use of *paperbacks* offers some help in reducing the cost of these materials. However, if such books are to be subjected to extensive use over a period of several semesters, schools would be well advised to rebind them with "hard" or cloth covers before issuing them to pupils. Some paperbacks, those costing less than one dollar, are so inexpensive that schools may wish to encourage pupils to purchase their own individual copies.

The number of copies of each title needed will depend upon the size of the class. In general, each pupil should be provided with a copy of the basal text. For books of general reference—atlases, dictionaries, and encyclopedias—one copy might well meet the needs of an entire class. Of those titles in which readings are to be assigned to all members of the class, there should be a minimum of one copy for each three pupils—a class of twelve would require at least four copies. Such books might be placed on reserved shelves in the school library according to the following code:

at	**American History and Government for Academically Talented Pupils***
ap	**Advanced Placement American History****
b	**both of these courses**

(A) Basal Textbooks

at Any acceptable senior high school American History Text

ap Any *one* of

Bailey, Thomas A., *The American Pageant,* Heath, 1961 $7.00*

Current, Richard N. and others, *American History,* Knopf, 1961 $9.00

Hofstadter, Richard B. and others, *The United States: A History of the Republic,* Prentice-Hall, 1957 $8.95

Whichever book is selected, several copies of each of the others might be made available for supplementary use, both in Academically Talented and Advanced Placement classes. However the Academically Talented class should not make use of the basal Advanced Placement textbook.

(B) Supplementary Textbooks

b Bailey, Thomas A., *A Diplomatic History of the American People,* Appleton-Century-Crofts, 1958 $7.00

ap Faulkner, H. U., *American Political and Social History,* Appleton-Century-Crofts, 1957 $7.50

ap Soule, George and Vincent Carosso, *American Economic History,* Holt, Rinehart, Winston, 1957 $7.50

(C) Books of General Reference

b Morris, Richard B., (ed.), *Encyclopedia of American History,* Harper, 1961 $6.75

b Wesley Edgar B., (ed.), *Our United States: Its History in Maps,* Denoyer-Geppert, 1961 $3.25

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*An advanced regular American History and Government course offered to gifted pupils in the 11th grade. Only the abler of these pupils will enroll in the course.

**Course offered in the 12th Grade as a means of earning college credit in America History by passing the CEEB Advanced Examination in that Subject.

(D) Collections of Historical Readings

at Arnof, Dorothy S., (ed.), *A Sense of the Past,* Macmillan, 1962 $2.20**

ap Angle, Paul M., *The American Reader,* Rand McNally, 1958 $6.00

(E) Documentary Materials

b Craven, Avery and others, (eds.), *Documentary History of the American People,* Ginn, 1951 $8.25

b Commager, H. S., (ed.), *Documents in America History,* Appleton-Century-Crofts, 1958 $6.50

b Meyers, Marvin and others, (eds.), *Sources of the American Republic,* (2 vols.), Scott, Foresman, 1960 (paper) $3.75 each

See also some of the titles listed under "Anvil" in (G) Specialized Topics and Accounts.

(F) Materials Dealing with Issues in Historical Interpretation

b Fine, Sidney, and Gerald S. Brown, (eds.), *The American Past: Conflicting Interpretations of the Great Issues,* 2 vols., Macmillan, 1961 $3.50 each (paper)

ap Hofstadter, Richard B., (ed.), *Great Issues in American History,* (2 vols.), Vintage, 1959 (paper) $1.65 each

Problems of American Civilization ("Amherst") Series, D. C. Heath, paper, price unless otherwise indicated, $1.50 each

at Copes, Alfred H., and Fred Krinsky, (eds.), *Franklin D. Roosevelt and the Supreme Court,* 1952

at Garfinkle, Norton, (ed.), *Lincoln and the Coming of the Civil War,* 1959

ap Greene, Theodore P. (ed.), *Wilson at Versailles,* 1957

b Kennedy, Gail (ed.), *Democracy and the Gospel of Wealth,* 1949

b Latham, Earl, (ed.), *The Declaration of Independence and the Constitution,* 1956

at Latham, Earl, (ed.), *John D. Rockefeller, Robber Baron or Industrial Statesman,* 1949

ap Rozwenc, Edwin, (ed.), *The Causes of the American Civil War,* 1961 $2.25

at Rozwenc, Edwin, (ed.), *The Compromise of 1850,* 1957

ap Rozwenc, Edwin, (ed.), *The New Deal, Revolution or Evolution,* 1957

b Rozwenc, Edwin, (ed.), *Reconstruction in the South,* 1952

b Rozwenc, Edwin, (ed.), *Roosevelt, Wilson, and the Trusts,* 1950

b Taylor, George, (ed.), *Hamilton and the National Debt,* 1950

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*Unless otherwise indicated, prices quoted are list prices given in *Books in Print,* 1962. Discounts, averaging about 20%, will vary with publishers.

**1963 net price to schools.

ap Taylor, George, (ed.), *Jackson vs. Biddle,* 1949

b Taylor, George (ed.), *The Turner Thesis Concerning the Role of the Frontier in American History,* 1957

b Wahlke, John C. (ed.), *The Causes of the American Revolution,* 1957

at Whicher, George F., (ed.), *Willam Jennings Bryan and the Campaign of 1896,* 1953

(G) Specialized Topics and Accounts

Anvil Books, Van Nostrand, various dates (paper) $1.25 each

b Billington, Ray A., *The Westward Movement in the United States,* 1959 #37

b Brockway, Thomas P. (ed.), *Basic Documents of American Foreign Policy,* 1957 #27

b Cochran, Thomas C., *Basic History of American Business,* 1959 #39

b Commager, Henry S., *The Era of Reform, 1830-1860,* 1960 #48

b Hacker, Louis M., *American Capitalism, Its Promise and Accomlishments,* 1957 #20

b Logan, Rayford W., *The Negro in the United States,* 1957 #19

ap Morris, Richard B., *The American Revolution,* 1955 #2

b Morris, Richard B., (ed.), *Basic Documents in American History,* 1956 #14

b Shannon, Fred, *American Farmers' Movements,* 1957 #28

b Snyder, Louis L., (ed.), *Historical Documents of World War I,* 1958 #33

b Stephenson, Wendell, *Basic History of the Old South,* 1959 #43

b Swisher, Carl B., (ed.), *Historic Decisions of the Supreme Court,* 1958 #29

ap Bellot, H. Hale, *American History and American Historians,* University of Oklahoma Press, 1952 $4.00

Chicago History of American Civilization Series, Rand McNally, (paper) $1.75 each

at Agar, Herbert, *The Price of Power, America Since 1945,* 1957

at Craven, Avery, *The Coming of the Civil War,* 1957

b Leuchtenberg, William, *The Perils of Prosperity,* 1958

b Morgan, Edmund S., *The Birth of the Republic,* 1956

at Perkins, Dexter, *The New Age of Franklin D. Roosevelt,* 1932-45, 1957

at George, Henry, *Progress and Poverty, Modern Library,* 1938 (paper) $1.95

at Griffith, Ernest S., *The American System of Government,* Praeger, 1954 (paper) $1.60

at Griffith, Ernest S., *Congress: Its Contemporary Role,* New York University Press, 1961 (paper) $1.95

b Handlin, Oscar, *The Uprooted*, Grosset and Dunlap, 1957 (paper) $1.25

ap Handlin, Oscar, (ed.), *Immigration as a Factor in American History*, Prentice-Hall, (Spectrum), 1959 (paper) $1.95

ap Hofstadter, Richard B., *Social Darwinism and American Thought*, Beacon, 1955 (paper) $1.45

at Josephson, Matthew, *The Politicos*, Harcourt, 1938 $3.98

at Josephson, Matthew, *The Robber Barons*, Harcourt, (Harvest Books), 1934 (paper) $2.25

New American Nation Series, Harper, various dates, text edition, $3.75 each

b Dulles, Foster R., *America's Rise to World Power, 1898-1954*, 1955

b Gipson, L. H., *The Coming of the Revolution*, 1954 (also available in Harper Torchbooks), (paper), $1.85

at Hicks, J. D., *The Era of Republic Ascendancy, 1921-1933*, 1960

at Link, A. S., *Woodrow Wilson and the Progressive Era*, 1954

b Miller, John C. *The Federalist Era, 1789-1801*, 1960

b Parrington, V. L., *Main Currents in American Thought*, Harcourt, 1957 $7.50

b Roosevelt, Theodore, *The New Nationalism*, Prentice-Hall, 1961 (paper) $1.95

ap Stamp, Kenneth, (ed.), *Causes of the Civil War*, Prentice-Hall, (Spectrum), 1959 (paper) $1.95

at Van Doren, Carl, *The Great Rehearsal*, Viking, 1961 (paper) $1.75

Vintage Books, (Random House), various dates (paper)

at Brogan, D. W., *The American Character*, 1956 $1.25

b Goldman, Eric, *Rendezvous with Destiny*, 1956 $1.65

b Hofstadter, Richard B., *The Age of Reform, From Bryan to F.D.R.*, 1959 $1.45

b Hofstadter, Richard B., *The American Political Tradition and the Men Who Made It*, 1955 $1.45

b Meyers, Marvin, *Jacksonian Persuasion, Politics, and Belief*, 1957 $1.25

at Rossiter, Clinton, *Conservatism in America*, 1955 $1.65

b Weinberg, Albert, *Manifest Destiny*, Peter Smith, 1958 $7.50

b Wilson, Woodrow, *The New Freedom*, Prentice-Hall, 1961 (paper) $1.95

ap Wish, Harvey, *The American Historian*, Oxford University Press, 1960 $5.75

b Wish, Harvey *Contemporary America*, Harper, 1955 $7.50

Inexpensive "paperbacks" which pupils might be encouraged to purchase for their own use

b Allen, F. L., *The Big Change*, Bantam, 1961 50¢

b Allen, F. L., *Since Yesterday*, Bantam, 1959 50¢

b Allen, F. L., *Only Yesterday*, Bantam, 1959 50¢

b Kennan, George F., *American Diplomacy, 1900-1950*, Mentor 1952 60¢

at Padover, Saul K., *The Living United States Constitution*, Mentor 1954 60¢

b Parkman, Francis, *The Oregon Trail*, Mentor, 1950 50¢

at Rossiter, Clinton, *The American Presidency*, Mentor, 1962 60¢

b Schlesinger, A. M., Jr., *The Age of Jackson*, Mentor, 1949 50¢

b Tocqueville, Alexis de, *Democracy in America*, Mentor, 1954 75¢